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Descriptors-*Abstracts; Education; *Indexes
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

effective linking strategies are available separately--see note.) (MN)

ED215091 CE031549

Hoghielm, Robert, Ed.; Rubenson, Kjell, Ed.

Adult Education for Social Change. Research on the Swedish Allocation Policy. Studies in Education and Psychology 8.

Stockholm Inst. of Education (Sweden).

Report No-ISBN-91-40-04765-2

Pub Date 80

Note-189p.; This collection contains papers originally prepared for the symposium "Adult Education and Allocation Policy in Sweden" (Vancouver, B.C., Canada, May 7-9, 1980).

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Adult Education; Budgeting; Dropouts; Educational Objectives; Educational Philosophy; *Educational Policy; Educational Practices; *Educational Research; *Educational Resources; Educational Trends; Municipalities; Recruitment; *Resource Allocation; School Role; *Social Change; Teaching Methods

Identifiers-Denmark; Finland; Norway; *Sweden

This volume contains a series of papers written for a symposium entitled "Adult Education and Allocation Policy in Sweden." Intended to provide a broader framework for analyzing allocation policy in adult education, the first paper is organized around the assumption that the effects of allocation policy both on participants and society are greatly determined by institutional roles defining who gets recruited to what kind of adult education and to what extent different programs and self-directed learning contribute to the creation of resources. Discussed next is the allocation policy in various Nordic countries (Denmark, Finland, Norway, and Sweden). The next paper, which examines recruitment in the context of allocation policy, focuses on the ways in which changes in the occupational structure over time can illustrate long-term effects of education. Also presented is a study of dropouts in municipal adult schools in the context of allocation policy. Finally, an analysis is made of the municipal adult education teaching process in the context of allocation policy. (MN)

ED215109 CE031743

An Analysis of Instructional Apprenticeship Services in Public Schools. Research Project Report.

Rio Hondo Community Coll. District, Whittier, CA.
Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.
Pub Date May 80
Note-156p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees; *Apprenticeships; *Coordination; Credits; *Educational Cooperation; Educational Facilities; Educational Research; Evaluation; Financial Support; Instructional Materials; Interviews; Postsecondary Education; *Public Schools; Questionnaires; Secondary Education; Shared Facilities
Identifiers-*California; Preapprenticeship Programs

This report presents data and recommendations of a project to analyze instructional services provided by public schools to California apprenticeship programs. Issues considered are instructional materials, instructional facilities, credit for apprentice classes, registration and interdistrict permits, isolated apprentices, financial support, excess cost agreements, labor-education codes, pre-apprenticeship training, prerequisites, job site training and supplemental instruction, specialized educational leadership, and Educational Advisory Council on Apprenticeship. An introduction lists 10 project objectives; part 1 describes project methodology. Part 2 summarizes data from three primary sources. Questionnaire data are presented as a compilation of responses from four different questionnaires listed as percentages of yes and no answers. Summaries of pertinent respondent comments are provided. Training site interviewee data are presented as a consensus of discussions between consultant and interviewees to supplement questionnaire data and gather perceptions on how public school services to apprenticeship programs can be strengthened. The discussion of the evaluation of instructional materials presents data and opinions collected from instructors, school representatives, and program sponsors. Part 3 contains recommendations predicated upon survey findings. Appendixes, amounting to approximately two-thirds of the report, contain questionnaire data by craft programs. (An executive summary begins the report.) (YLB)

Based Teacher Education; *Curriculum Development; Educational Administration; Higher Education; Instructional Materials; Job Analysis; Learning Activities; Learning Modules; Management Development; Material Development; *Occupational Information; Postsecondary Education; Program Administration; Secondary Education; *Task Analysis; Tests; *Vocational Education

Identifiers-Curriculum Management; Dictionary of Occupational Titles; *Vocational Education Curriculum Specialists

One of five modules in the curriculum development series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into two sections, each based on one of the goals. Two general activities associated with objectives are dealt with. Section 1 concerns derivation of objectives for instruction, including location or development of general job description, task analysis, selection of tasks for instruction, description of target population, and determination of course prerequisites. Section 2 focuses on specification of objectives, including writing objectives and selecting their content. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include a description of the Dictionary of Occupational Titles coding system, suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB) principles. Most of the relationships, in the form of partial correlations controlling for verbal ability, expected between DM styles and VM or personality variables were found. Among the relationships expected and supported partially by the study were the following: (1) that individuals with high career maturities would tend to use active rational forms of decision making in most contexts; (2) that individuals with high internal locus of control would use more active rational forms of DM styles; and (3) that students with high achievement motivation would use more active rational forms of decision making. As a result of the study, it was suggested that training in decision making would be a valuable activity to include in the career education curriculum; and that students should be trained in a number of decision-making styles and should practice these skills in various contexts. (Author/KC) methods. Local involvement and endorsement are also required. Vocational educators must work with parents and family members who influence career decisions to change attitudes toward vocational education. Career assessments are a practical strategy to recognize interests and aptitudes. Vocational education linkages with federal agencies could help coordinate efforts. Accessibility in rural areas could be increased by school districts' cooperation. Additional funds would ensure more programs, vocational counseling, and access to health and social services. Research and development strategies for elimination should focus on new program designs, competency-based modular instruction, basic skills development, and work experience. Successful removal of barriers to equity relies on focusing awareness on problems of inequity, providing corrective pre- and inservice personnel education, refining the curriculum, developing innovative teaching/learning materials and techniques, providing vocational guidance services, implementing career education, providing necessary facilities and equipment, and adequate funding. (YLB)

ED215174 CE031973

Weber, James M.; And Others

A Quantitative Study of Basic Skills and Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jan 82

Contract No-300-78-0032

Note-280p.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Basic Skills; Comparative Analysis; Dropout Characteristics; Dropout Programs; Dropout Research; *Dropouts; Educational Research; Literature Reviews; Outcomes of Education; Potential Dropouts; Program Development; *Program Improvement; Secondary Education; *Secondary School Students; Skill Development; Student Participation; Teaching Methods; *Vocational Education

This report represents a synthesis of existing data on the basic skills of vocational students. An introduction provides background information, lists objectives, and describes the framework and methodology for the literature review and acquisition and analysis of four data bases: National Assessment of Education Progress, Supplemental Mathematics; American College Testing Program; Longitudinal Study of Education Effects; and High School and Beyond. Part 2 summarizes data regarding two project objectives: (1) to analyze data for secondary students in relation to four issues (describing basic skills proficiencies of secondary-level vocational students; comparing their basic skills levels with those of other students; describing how participation in vocational education relates to changes in students' basic skills levels; and explicating relationships among students' basic skills levels, participation in vocational education, and various vocational outcomes) and (2) to review strategies for improving vocational students' basic skills proficiencies reported in the literature. Part 3 focuses on the second objective above and on the objective to analyze data for secondary school dropouts relative to relationships between dropping out and the four issues in the first objective. Appendixes include a reference list; abstracts of empirical studies; and materials concerning dropouts, their characteristics, and strategies for dropouts. (YLB)

by CETA groups. Apparent key factors contributing to the success of the program include the farmworkers' desire to leave agricultural labor, their willingness to relocate to accept employment, the existing network of employers developed by the training program, and the program's ability to provide needed supportive services. The findings of this study support other research which has demonstrated that skill training, in contrast to public jobs programs, can provide farmworkers with a more permanent solution to under- and unemployment. (Author/KC)

ED215193 CE032029

Bilus, Pauline; Kelsh, Donna

Training Manual for Functional/Notional Syllabus Planning.

Associated YM-YHA's of Greater New York, N.Y.

Spons Agency-New York State Education Dept., Albany. Div. of Continuing Education.

Pub Date Aug 81

Note-75p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education; Behavioral Objectives; *Curriculum Development; Educational Planning; *English (Second Language); Individual Needs; Needs Assessment; *Notional Functional Syllabi; *Second Language Instruction; Second Language Programs; Student Evaluation

This training manual and program guide for staff focuses on planning and designing a notional-functional curriculum for English as a Second Language program. Chapter 1 explains a notional-functional curriculum that is designed around instructional objectives developed upon interrelationships between language functions and notions. The focus of chapter 2 is assessing needs of clients. Following a discussion of rationale, the needs assessment instruments used in the program are described, including intake form; John test; and surveys, questionnaires, and evaluations. Judging learner attainment of objectives is also considered. Chapter 3 discusses the principal elements of a notional-functional curriculum, as taught in a series of seminars. Five stages are described: (1) orientation to the curriculum, (2) development and testing of student assessment instruments, (3) experimenting with planning and developing a mini-curriculum, (4) identifying language competencies and planning learning experiences around them, and (5) workshop on testing. Chapter 4 presents answers to a survey of program personnel to reveal their attitudes. Appendixes include materials on functions and notions, instruments, and a curriculum in learning Russian. (YLB)

Elements (Construction); Tests; *Vocational Education; Wages; Workbooks
Identifiers-California; *Waterproofing

This document is one of a series of nine individual units of instruction for use in roofing apprenticeship classes in California. The unit consists of a workbook and test, perforated for student use. Fourteen topics are covered in the workbook and corresponding multiple-choice tests. For each topic, objectives, information sheets, and study assignments are provided. Information sheets are illustrated with line drawings and photographs. Topics covered in the unit include the following: the nature of the roofing and waterproofing industry; the apprenticeship program; apprenticeship and the public schools; collective bargaining, wages, and benefits; safety in the industry; types, styles, and structural designs of roofs; hand tools and power tools; equipment; introduction to kettles; lighting and loading of kettles; kettle heating; kettle cleaning and maintenance; roof pumps; and tankers. A list of required instructional materials and a glossary of terms used in the roofing trade are included in the publication. (KC) in FY 1978 and forecasts increases and declines through FY 1987. Three estimates are made for FY 1978, and two projections are made for later years based on differing assumptions. The final section explores implications of the findings, including substantial revision of estimated costs per vocational student and future research on vocational education effectiveness that is more cognizant of the differential exposure patterns among vocational program areas. (YLB)

ED215230 CE032229

The Needs of Displaced Homemakers in California.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date 82
Note-30p.
Available from-Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00; state residents add sales tax).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Counseling; Adult Programs; Adult Vocational Education; *Career Counseling; *Displaced Homemakers; *Educational Needs; Employment; *Financial Needs; *Individual Needs; Information Needs; Job Development; Job Placement
Identifiers-California

The seven most frequently mentioned needs of displaced homemakers are (1) personal counseling; (2) career or vocational counseling; (3) further education or training; (4) information, outreach, publicity; (5) temporary financial or other support during training; (6) jobs and job development; and (7) awareness of own needs. Active publicity and outreach are necessary, since women may be unaware of available services. Most displaced homemakers are in great economic need, but financial resources from government agencies are not readily available to them. Personal counseling needs of displaced homemakers are varied. Loss of spouse may be accompanied by psychological upsets, such as loss of self-esteem. Displaced homemakers need help in developing self-confidence, developing assertiveness, and overcoming emotional problems. One of the most effective resources of support is a peer group. Having their needs met for employment, vocational counseling, including job placement service, is necessary. Most displaced homemakers are handicapped by lack of education or formal training. Obstacles to education include financial considerations, family responsibilities, lack of transportation, poor health, sex and age discrimination, inconvenient course times and locations, and few role models. (An annotated bibliography of displaced homemaker materials is appended.) (YLB)

Methods; Foreign Countries; Observation; *Organizational Development; Organizational Effectiveness; *Performance; *Personnel Evaluation; State of the Art Reviews
Identifiers-*Canada

If organizations are to measure and use worker performance information effectively, they must distinguish between two components of performance appraisal: performance data (recorded information for comparing workers) and performance development (the process of improving human assets by discouraging ineffective and reinforcing effective job behaviors). Of the commonly used performance data types, unstructured and structured narratives suffer from a lack of common measures to compare workers as well as a high degree of rater subjectivity. Trait-defined scales offer structured measures but often have ambiguous dimensions and obscure methods for rating workers. Behaviorally anchored scales, developed to provide behaviorally specific definitions of dimensions and anchors, offer little advantage over trait-defined scales at considerable cost. End result data offer quantitative measures that reflect a worker's organizational contribution. If personnel development is a priority, however, a behavior observation scale (BOS) system may work best. A data and development system built around a BOS system can: (1) separate out the conflicting goals of clearly differentiating workers and insuring worker commitment to performance improvement; (2) create a data subsystem with steps to resolve conflicting views of performance levels; and (3) provide a development system that avoids direct comparisons and focuses on mutually acceptable, specific goal setting. (NRB)

Identifiers-*White House Conference on Aging

This Technical Committee Report presents research on demographic trends, labor force participation, and public service programs which suggests a need to alter traditional assumptions about aging, family, and social supports required for an equitably integrated society. Demographic data on populations, families, and aging are provided, and demographic changes which have implications for age-integration of families are discussed, including changing social roles of mid-life Americans and changing social and economic roles of women. Historical data focus on filial piety, exploring intergenerational households, economic necessity and family conflict. Sociological data examine contemporary patterns of intergenerational solidarity. Discussion of family structure and household composition, associational and affectual solidarity between generations, exchanges of assistance and support between generations, norms and intergenerational transfers, and burdens and stresses are included. Perspectives on public policies which constrain or facilitate the family's functions are given, and committee recommendations designed to support the family and create an age-integrated society are enumerated. An executive summary of this report is also included. (NRB)

Descriptors-*Aging (Individuals); Delivery Systems; Females; Individual Needs; *Information Services; *Libraries; Library Services; *Life Satisfaction; Models; Need Gratification; *Older Adults; *Outreach Programs; Program Descriptions; Reference Services
Identifiers-*White House Conference on Aging

This report discusses the ability of public libraries to address the problems of older Americans, particularly older women, and to make their lives more satisfying. A review of facts and figures about the older population is followed by a discussion of programs and responses to the needs of older Americans by libraries and other agencies, such as Books for the Blind and Physically Handicapped, services to the homebound, and information and referral services. A historical look at library services for the elderly is provided, characteristics of such services are described, and suggestions for program development and improvement are given. Several library programs for the elderly are described, classified by the geographic location of the library system which provides support. The next section on perceptions of aging reviews research, studies, and opinions which confirm the lack of a typical old age or reaction to aging. The final section discusses recommendations for libraries and lists 10 areas that should be considered in developing new library programs and activities for the older population. (NRB)

incorporated Aboriginal and Western conceptions of illness and health. Results showed that the American subjects, because they were completely unfamiliar with Aboriginal culture, provided strong support for the claim that the presence of schemata is a factor influencing comprehension and recall of a text. Both groups produced culturally motivated elaborations of their native texts. (FL)

ED215311 CS006605

Wilhite, Stephen C.

Pre-Passage Questions: The Influence of Structural Importance.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, Md.

Report No-CSR-TR-234

Pub Date Feb 82

Contract No-400-76-0116

Note-36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aptitude; *Advance Organizers; College Students; Higher Education; Language Skills; *Questioning Techniques; *Reading Comprehension; *Reading Research; Reading Skills; *Recall (Psychology); Structural Analysis (Linguistics); Vocabulary

Identifiers-*Adjunct Questions; Reading Strategies; *Text Structure

A study examined the differential effects of previewing textual information with questions containing higher-order versus lower-order information. The 104 college students in the study read three passages, each of which was preceded by different combinations of questions about information high or low in the structural hierarchy of the text, then completed a vocabulary test and free-recall tasks on the selections. The results indicated that questions directing the subjects' attention to material at the top of the organizational structure facilitated the effective encoding of the central organizational idea within the passage segment. Indirect recall (recall of nonquizzed information) was greater for high-level questions than recall in both the low-level question condition and the no-question condition. A significant interaction also was found between subjects' vocabulary ability and question condition. The facilitative effect of high-level questions declined with increasing vocabulary ability. This interaction is consistent with the view that high-ability and low-ability people differ in their tendency to use the superordinate organizational structure of the passage and thus in their tendency to benefit from processing aids such as adjunct questions. (Author/RL) linear time, while narrative observation creates the impressions of time "densities," when time seems to speed up or slow down depending on the pace of events and their description. The videotape also records the exact sequences of verbal and nonverbal events, which classroom observers cannot always do. In contrast to videotape recordings, the narrative observer will always have a wider angle of vision than the video camera, viewing a number of events at the same time while recording one particular event. The experienced narrative observer also brings to the classroom a sense of "history" and context that the camera does not have. The observer can usually evaluate intensity and saliency at the time of the event better than a videotape can show later, and is better able to focus on particular students without losing view of the class as a whole. (RL) directions to assist students in accumulating a series of guidelines to help them strengthen their writing abilities. A bibliography is also provided. (RL)

ED215355 CS206844

My Dear Teacher, Grades 2-4. Developmental Writing.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date 80

Note-168p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Class Activities; *Classroom Techniques; *Diagnostic Teaching; Elementary Education; Grade 2; Grade 3; Grade 4; Paragraph Composition; Punctuation; Sentence Structure; Spelling; Vocabulary Development; Writing Evaluation; *Writing Instruction; *Writing Skills

More than 200 individual and group activities, learning center ideas, and bulletin board suggestions are offered in this handbook for developing the writing skills of second, third, and fourth grade students. An analysis chart is provided as a diagnostic tool for determining the writing strengths and weaknesses of students. The activities are organized according to the analysis chart and include ideas for mechanics, language and vocabulary development, sentence structure, paragraphing, and understanding of task (following directions, using proper format, knowing the audience). Appendixes contain a list of language and composition objectives for grades two through four, suggestions on how to be a good storywriter, a basic word list, task cards for writing, and suggested activities not easily cataloged according to the analysis chart. (RL) justified within the assumptions of the vision. In the CAM vision, allowing civil rights for gays was a fault that could have led to total destruction of the vision. To fail to show how assertions fit within the context of the proffered perspective is to fail to show how the perspective can explain reality, hence to fail to create that alternative conception in an acceptable manner. It is in this arena that both Target City and SPCHR fell short. (RL)

ED215376 CS503796

Sharpham, John

Drama as Living Metaphor--The Role of Imagination.

Pub Date Aug 81

Note-12p.; Paper presented at the Annual Meeting of the American Theatre Association (Dallas, TX, August 9-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development; Creative Dramatics; Creativity; *Drama; Elementary Secondary Education; *Imagination; *Metaphors; Pretend Play; *Self Expression; Speech Curriculum; Student Development

Expressing the imagination dramatically is a step toward refining and shaping thought and behavior. Imagination is a part of the complex interaction of thought and action and has a place in the knowledge base. Drama is a direct expression of the imagination in action. In drama, the thought--the imaginings--are expressed in action and that action is metaphor--the idea becoming reality. Metaphor transposes the qualities of one thing to another and, when structured correctly, drama does this and becomes a living metaphor. This use of the metaphor allows one to grasp and change one's environment. It is a transformation of the action of the imagination, a course apparatus like the eye, into more refined shapings of one's perception of the world. Therefore, drama as metaphor should be practiced in educational settings at all levels as a core area of the human curriculum. (HOD)

this document were presented during and after hearings held June 18, 1981, on proposed reductions in the budget of the National Institute of Education (NIE). Professional educators, administrators, and teacher educators testified on NIE's current and future activities. Criticisms of NIE voiced at the hearing included the low quality of some NIE-supported research, NIE's use of a small number of educational research centers and laboratories, and an alleged tendency for NIE research to be aimed at teacher educators. Positive comments pointed to the usefulnesss of NIE research in a wide range of areas and the helpfulness of NIE's information dissemination activities, such as the ERIC system. Letters and supplementary materials submitted in response to the hearing contributed further to the discussion of criticisms of the NIE. A response by NIE acting diretor Milton Goldberg to questions from the subcommittee chairperson includes, among other items, descriptive lists of NIE's fiscal 1981 contract and grant awards and of NIE's 17 research centers and laboratories as well as a chart of the centers' fiscal 1981 funding from NIE and other sources. (RW)

Court

Since 1968, there has been a monumental amount of litigation concerning the financing of schools. This seventeenth chapter of a book on school law reviews cases dealing with fiscal equalization of state-supported programs. Many cases litigated since 1977 and two litigated before 1977 are dealt with. In 1973 in the "San Antonio" case, the United States Supreme Court overturned a state court's ruling that the Texas school finance system failed to provide equal protection. Since then, however, the highest courts in Connecticut, New Jersey, Washington, California, and Wyoming have ruled that their financing systems are unconstitutional. Reasons for the rulings given by the five state supreme courts varied, with one case resting on state constitutional guarantees of equal protection, another case resting on the contention that education is a fundamental right guaranteed by the state constitution, and other cases resting on both contentions. Only two states, Ohio and Pennsylvania, have upheld the constitutionality of their state finance systems, with neither state accepting that education is a fundamental right. Since 1973, lower state courts in Maryland, Colorado, Georgia, and New York have ruled in favor of challenges to the state finance system. (Author/JM) outlines the discussion groups' findings about the commonalities, differences, unique aspects, and key issues of collaborative activities. (RW)

ED215437 EA014583

DeBevoise, Wynn

The Principal's Role: How Do We Reconcile Expectations with Reality?

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Note-9p.
Available from-Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 (free).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Administrator Characteristics; *Administrator Role; Discipline; Educational Anthropology; Educational Research; Elementary Secondary Education; *Instructional Improvement; Management Development; Management Teams; *Principals; School Supervision; *Teacher Supervision; Technical Assistance
Identifiers-*School Effectiveness

Principals are expected to be instructional leaders but generally lack the time and training to assume such a role. Several theories and research studies suggest alternative views of the principal's role in providing instructional leadership. Ethnographic studies of principals show that principals spend little time on evaluation, instruction, and curriculum. One researcher found that administrators at the secondary level are almost wholly concerned with discipline and leave instructional matters to the discretion of teachers. The theory of substitutes for leadership might be used to strengthen the potential for leadership in positions other than that of principal. Substitutes for leadership, as applied to education, are those factors that influence the instructional process and render formal leadership problematic. Another approach to leadership emphasizes the provision of support functions (such as supervision and technical assistance, incentives, commitment to an innovation, or monitoring of student progress) rather than the principal's role. Some researchers envision the principal as a buffer who provides resources and maintains an orderly atmosphere. They see attempts by administrators to directly supervise teaching techniques as counterproductive. Personal characteristics give few clues to leadership ability, though some studies have found that a principal's gender may have an effect on leadership style. (WD)

System of Multicultural Pluralistic Assessment (SOMPA) as an example of testing alternatives which do not actually address the major flaws of standardized tests. (CL)

ED215460 EC142119

Selecting Toys and Gifts for Severely Mentally and Physically Handicapped People.
Georgia Learning Resources System/Child Serve, Scottdale.
Pub Date Dec 81
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; *Equipment; Games; *Instructional Materials; *Severe Disabilities; *Toys

Suggestions are given regarding selection of gifts and toys for severely handicapped persons. General principles (such as safety and durability) are followed by specific suggestions about clothes, food, toys (including musical instruments and balls), books and records, and various types of equipment (such as blenders for food preparation, tape recorders, rockers, swings, and hammocks). (CL)

"Teaching Writing Strategies to the Mildly Handicapped" (P. Durkin) and a review by J. Bondurant of "Arithmetic and Learning Disabilities--Guidelines for Identification and Remediation" (S. Johnson). (DB)

ED215482 EC142141

Special Education Mandates: A Preliminary Report.
Illinois State Board of Education, Springfield.
Pub Date 21 Nov 81
Note-60p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Compliance (Legal); *Disabilities; Elementary Secondary Education; *Equal Education; *Special Education; State Boards of Education; State Legislation; *State School District Relationship
Identifiers-*Illinois

The report examines Illinois mandates affecting special education, as part of a five part study to eliminate unnecessary or unproductive mandates and increase local decision making, while still safeguarding equal educational opportunity. The first section outlines the major study assumptions, mandate questions, and research methodology. Legislative histories of both state and federal special education are reviewed. The next section, the main part of the document, examines five major questions (sample subtopics in parentheses): Should there be a mandate for special education? (arguments concerning costs and benefits, uncontrollable programs, and social consciousness); Who should be served by special education? (ages, categories, expulsion, and suspension); What special education services should be provided? (continuum of program options, least restrictive environment); Who should be responsible for providing special education services? (joint agreements, state board of education); and How should the state regulate its interest in special education? (class size, age range groupings, due process, individualized education programs). Findings and conclusions offered include that the mandate for special education reflects a compelling state interest in equal opportunity; that clarification is needed for the concept of related services; and that the State Board of Education's current regulations and procedures are in need of immediate simplification. Recommendations are made for increasing local decision making and reducing paperwork requirements. (CL)

Wechsler Intelligence Scale for Children-Revised (WISC-R) subtest scatter and Bannatyne recategorization scores were investigated with three types of learning disabilities in children 6 to 16 years old: visual-motor and visual-perceptual disability (N=66); auditory-perceptual and receptive language deficit (N=18); and memory deficit (N=12). Three indices of test scatter were computed for each S (verbal range, performance range, and total range), and four additional WISC-R measures were analyzed: sequencing, acquired knowledge, verbal-conceptual ability, and spatial ability. The "visual" group showed significantly more scatter over the 10 subtests than the "auditory" Ss, and more than that of the WISC-R standardization sample, but the magnitude of differences was small. Profile analysis revealed no significant differences among the three LD groups, nor did the groups differ in scaled average over subtests. Averaging over the three LD groups, however, there were significant differences among subtests, with low scores on coding and digit span. (Author/CL)

ED215531 EC142191

Review on the Status of Special Education in Oklahoma's Public Schools and Institutions: Report to Sub-Committee on Special Education.
Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
Pub Date 17 Dec 81
Note-234p.; Print is poor in parts.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Agency Cooperation; Class Size; *Cooperative Programs; Coordination; Delivery Systems; *Disabilities; Elementary Secondary Education; Incidence; Program Development; Public Schools; Regional Programs; *School Districts; *Special Education; Student Transportation; Teacher Shortage
Identifiers-*Oklahoma

The report analyzes the status of special education in Oklahoma public schools and institutions in response to a request from the Oklahoma House of Representatives. Numbers of handicapped children served in various disability categories are given, and methods of child count are described. Funding sources are detailed, and the inadequate amount of federal aid commented upon. Also addressed are shortages of special education teachers in nonurban areas, class size levels for special education classes, problems facing school districts in transportation services (such as excessive cost of equipment required), quality control, and major areas of concern. Specific questions are answered regarding cooperative special education programs (number, administration, transportation, funding, staff workload) and regional education service centers (budget determinations, population served, contracts for services, outlook for funding). A final section addresses questions on interagency cooperation (contract development, administration, funding sources, types of services, funding duplication). (CL)

programs (IEPs). The need for comprehensive state, district, and building level-planning in implementing the least restrictive environment mandates is emphasized. Data on due process hearings and surrogate parents are presented in the procedural safeguards section. Management problems are cited in the unit on protection in evaluation procedures, particularly in the issue of waiting lists and timeline delays. Trends toward decreased private school placements are noted. It is concluded in the section on the state's role in P.L. 94-142 that administration and monitoring systems have continually been improving. The federal government's administration is examined in terms of planning and coordination among 3 federal entitlement programs and 11 discretionary grant/contract programs. Appended information includes a description of specific evaluation activities from 1976-1981, and statistics on children served under P.L. 94-142. (CL) dialect. The categories examined are lexicon change; reduction of consonants; archaisms; reduction to diphthongs; dropping of initial syllables; the verbs "estar," "ir," and "ser"; dropping of final syllables; loss of use of "se," the personal "a," and the definite article; vowel change; and syntax change. (AMH)

ED215575 FL012873

Whalley, Peter

A Partial Index of Text Complexity Involving the Lexical Analysis of Rhetorical Collectives. IET Text-Processing Paper 4.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date 80

Note-15p.; Paper presented at the International ALLC Symposium "Computers in Literacy and Linguistic Research" (6th, Cambridge, England, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cohesion (Written Composition); *Discourse Analysis; *Paragraph Composition; Statistical Analysis; Writing Evaluation

Identifiers-*Text Structure

An alternative to the traditional surface measures of text complexity is put forward. The background to the study is an attempt to provide a useful analysis of educational courses being prepared on a text-processor system. The analysis is primarily concerned with one aspect of cohesion in text, the use of rhetorical connectives or items of conjunction as identified by text linguists. The aim is to tap some portion of the intended rhetorical structure as it is likely to be perceived by the reader, who must rely on the explicit signalling cues available. The analysis is made within the framework of a "staging" model of text production, which assumes a process of ordering and structuring of important notions. (Author)

and Research.; National Association of Coll. and Univ. Business Officers, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.
Pub Date Oct 80
Note-161p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Access to Education; Accountability; *College Administration; College Choice; Computer Oriented Programs; Databases; Decision Making; *Educational Finance; Educational Quality; Evaluation Criteria; Evaluation Methods; *Financial Policy; Financial Problems; Government School Relationship; *Higher Education; Private Colleges; *Public Policy; *Self Evaluation (Groups); Small Colleges; State Colleges; Statistical Data
Identifiers-Canada; Financial Indicators; Higher Education General Information Survey

Proceedings of the 1980 Financial Measures Conference are presented. Papers and authors are as follows: "Ratio Analysis in Higher Education" (John Minter); "Computerized Application of Financial Assessment Technology" (Daniel Updegrove and Stephen D. Campbell); "The Uses and Utility of HEGIS Financial Data" (Loyd Andrew and James Hyatt); "Problems in Providing a National Financial Data Base for Use in Management and Analysis Decisions" "Uses of Financial Assessment in Institutional Management: (1) Balancing Risks and Resources--Financial Strategies for Colleges and Universities and (2) Financial Problems Facing Small Independent Colleges" (Nathan Dickmeyer); "Federal Loan Default Predictions" (Roberta Cable); "The Capital Margin" (Geoffrey C. Hughes and G. Richard Wynn); "Techniques for Measuring Educational Financial Resource Disparities" (Mary Golladay); "A Framework of the Relationship Between Financial Condition and Student Access and Choice" (James Maxwell); "Financial Assessment in Institutional Management and Public Policy Analysis: The Canadian Experience" (Jeffrey Holmes); "Findings and Implications of the Studies of Education and Financial Condition: (1) The Public Sector," (Jacob Stampen) and "(2) The Independent Sector" (Virginia Hodgkinson); "Interpretation of the Indicators: Is Financial Strength Eroding and Educational Quality Improving?" (Hoke Smith); and "Use of Financial Assessment in Developing Education Policy" (George Weathersby). Additional contents are: "Prospects and Recommendations" (Carol Frances); "Introduction to the Proceedings" (Judith Stich); and "Purpose of the Conference" (Carol Frances, Paul Mertins, and Stephen D. Campbell). The agenda and a list of participants are appended. (SW)

Skills; Attitudes of Australian Academics in Universities and CAEs" (J. Bowden and J. Anwyl). (SW)

ED215141 CE031870

Veres, Helen C.; Carmichael, Mary Margaret

Changing Adolescents' Attitudes Toward Nontraditional Career Choices: An Intervention Process.

Pub Date 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action; *Attitude Change; Career Choice; *Change Strategies; Decision Making; Females; Grade 8; Grade 10; Information Dissemination; Intervention; Learning Activities; Males; *Nontraditional Occupations; Occupational Information; Program Effectiveness; Secondary Education; Sex Fairness; *Sex Stereotypes; *Student Attitudes; Vocational Education

An intervention project was conducted to determine if affirmative action strategies had an effect on promoting nontraditional program and course selection among 460 eighth and tenth grade students from urban, suburban, and rural communities in New York. The groups, about half male and half female, were divided into a control group and an experimental group. Both groups took pre- and posttests to determine their attitudes toward careers, specifically toward occupations non-traditional for their sex. Classroom activities, such as the viewing of filmstrips, class discussions, and student-parent discussions about sex-stereotyped attitudes were conducted with the experimental group. The results of the study, as measured by the posttest, provide evidence that classroom activities which provide students with information about career decision-making and nontraditional career choices and the chance to discuss the choice process can affect student's attitudes in a more positive direction towards nontraditional careers. In particular, the activities and discussions conducted with the experimental group had the greatest impact upon the male students. These students showed significant changes in their opinions that occupations are appropriate for both sexes. Female students also showed positive change in their attitudes, although their attitudes were less stereotypic at the beginning. Even the control group experienced some positive changes as a result of thinking about occupations in completing the pre- and posttests. Classroom activities, as well as involvement of parents, were recommended to change sex-stereotyped attitudes toward nontraditional occupations; these activities were shown to have merit even when carried out for only a short time. (KC)

ED215158 CE031917

Cardenas, Gilbert

Equity from an Economic Perspective. Research and Development Series No. 214B.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 81
Contract No-300-78-0032
Note-23p.; For related documents see CE 031 915-932.
Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214B, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD 213, $5.50. Quantity discounts available).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Disabilities; Disadvantaged; Economically Disadvantaged; Economic Development; Economic Opportunities; *Economics; Employment Practices; Equal Education; *Equal Opportunities (Jobs); Females; *Futures (of Society); Income; Justice; Labor Market; Minority Groups; Poverty; Program Development; Racial Discrimination; *Salary Wage Differentials; Sex Discrimination; *Social Discrimination; Unemployment; *Vocational Education

Although the distribution of income has become more equitable for some groups, inequitable distribution has affected the poor, minorities, and women most adversely. Income inequality and poverty may be attributed to ability differences, education and training, job tastes, property ownership, market power, and discrimination. In economics, the concept of equity and its relevance to employment and education can best be understood through an analysis of two theories of labor markets--the human capital theory and the dual labor market theory. The theory of discrimination is important for human resource development because discrimination has been a major cause of labor market segmentation, inequity, and low incomes. Minorities, women, and other groups will continue to experience severe problems in the labor market in the 1980s. Education has been instrumental in alleviating the economics crisis of the poor, unemployed, and disadvantaged. Unemployment, however, has continued to rise, and some studies show continuing inequality in education. Since 1968 vocational education has had to be more responsive to training the disadvantaged, minorities, and handicapped. Equity programs must be developed to eliminate discrimination in vocational education. Equity considerations should be integrated at all levels of the vocational education system, including planning, administration, and specific programs. (YLB)

ED215212 CE032131

Klingensmith, Robert, Ed.

Roofing Workbook and Tests: Rigid Roofing.

California Educational Advisory Committee for the Roofing Industry, Sacramento.; California State Dept. of Education, Sacramento. Vocational Education Services.

Pub Date 80

Note-87p.; This publication was planned and prepared under the direction of the Education Advisory Committee for the Roofing Industry, with the cooperation of the State Joint Roofing Industries Apprenticeship Committee. See also CE 032 130, ED 203 139, and ED 212 816.

Available from-Publications Sales, California State Dept. of Education, 721 Capitol Mall, Sacramento, CA 95814 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Apprenticeships; Behavioral Objectives; Construction (Process); *Construction Materials; Definitions; Instructional Materials; Postsecondary Education; Programed Instructional Materials; *Roofing; Tests; *Vocational Education; Workbooks

Identifiers-California

This document is one of a series of nine individual units of instruction for use in roofing apprenticeship classes in California. The unit consists of a workbook and test. Eight topics are covered in the workbook and corresponding multiple-choice tests. For each topic, objectives and information sheets are provided. Information sheets are illustrated with line drawings and photographs. Topics covered in the unit include the following: general description of rigid roofing; hoisting and handling of rigid roofing materials; two-piece mission barrel tile; concrete interlocking tile; slate and rigid asbestos shingles; and other rigid roofing materials. A list of required instructional materials and a glossary of terms used in the roofing trade are included in the publication. (KC)

ED215251 CG015854

Skinner, Pierce

The Spatial Style of Thinking and Its Relation to the Masculine Sex Role.

Pub Date Apr 81
Note-41p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Androgyny; *Cerebral Dominance; Cognitive Processes; *Cognitive Style; Higher Education; Neurological Organization; Personality Traits; Psychological Characteristics; Psychological Patterns; *Sex Role; *Spatial Ability; *Verbal Ability; *Visual Learning
Identifiers-*Masculinity

Research on hemispheric specialization indicates that the two hemispheres of the brain are specialized to perform different functions. A visual style of thinking is associated with the right hemisphere, while a verbal style is associated with the left hemisphere. The possibility of a relationship between psychological androgyny and sex role stereotyping and the integrated or singular use of these thinking styles was investigated. Undergraduates (N=42) completed the Bem Sex Role Inventory (BSRI) to determine sex role identification and the Hemispheric Preference Test to assess preferred thinking style. Significant correlations were found between the right, spatial-intuitive style of thinking and the masculine sex role. Lower correlations were found between the left, language-sequential style of thinking and the masculine sex role. The spatial-intuitive style of thinking was related to such traits as strong will, analytical thinking, assertiveness, decisiveness, athletic activity, leadership ability, individualism, self-sufficiency, and independence. The findings suggest that the desire to become more masculine may entail development and integration of the spatial-intuitive style of thinking in moderately greater proportion to the language-sequential style of thinking than currently prevails. (Author/NRB)

ED215271 CG016004

Fahey, Charles J.; And Others

[White House Conference on Aging, 1981. Social & Health Aspects of Long Term Care. Report and Executive Summary of the Technical Committee.]

Pittsburgh Univ., Pa. Dept. of Philosophy.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-8; TCR-8

Pub Date 81

Note-50p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aging (Individuals); Community Role; Delivery Systems; Family Role; *Health Services; *Individual Needs; Mental Health; *Older Adults; *Public Policy; *Social Services

Identifiers-*Long Term Care; *White House Conference on Aging

The introduction to this Technical Committee Report describes the committee's procedures, provides an overview of long-term care, and enumerates assumptions and values identified by the committee as important factors in the formation of recommendations. Four major findings and seven key issues of the committee are also listed. Eight committee-adopted recommendations covering both broad and specific strategies to improve the delivery of health and social services to persons "at risk" are offered as a framework for the 1981 White House Conference on Aging delegates to debate how public policy can be made more responsive tc the needs of this vulnerable group. The recommendations for the establishment of an organized system of long-term care are concerned with: (1) the focus of a long-term care system; (2) informal supports and family caregiving; (3) the community long-term care system; (4) mental health; (5) sponsorship; (6) quality and appropriateness of care assurances; (7) financing; and (8) human resources. A glossary of terms and an executive summary of this report are also included. (NRB)

ED215333 CS006644

Whaley, Jill Fitzgerald; Spiegel, Dixie Lee

Improving Children's Reading Comprehension through Instruction in Schematic Aspects of Narratives.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Aptitude; Cognitive Processes; *Concept Formation; Developmental Stages; Grade 4; Intermediate Grades; *Narration; Prior Learning; *Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Research

Identifiers-*Schemata; Story Grammar; *Story Structure

A study was conducted to determine if instruction in schematic aspects of narratives would enhance children's knowledge of story constituents and their interrelationships and to assess the effect of instruction in narrative schema on the reading comprehension of average and below average readers. Subjects were 20 fourth grade students who had been identified as having poorly developed concepts of story. Ten of these students served as a control group and received dictionary and word study instruction, and 10 were placed in the experimental group and received intensive instruction in narrative structure. All subjects were administered knowledge of story structure tasks and comprehension measures at two points in the study. The results indicated that instruction in schematic aspects of narratives did enhance development of knowledge of story structure for both average and below average readers, and that the instruction had a strong positive effect on reading comprehension. In addition, the effects were realized quickly and were maintained. The findings suggest that instruction in schematic aspects of narratives could be a powerful form of classroom development of instruction in reading comprehension. (FL)

ED215398 EA014497

Stanley, Cheryl

Parent and Student Attitudes toward Magnet Schools--Do Decision Makers Care?

Pub Date Feb 82

Note-73p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Educational Quality; Elementary Secondary Education; *Magnet Schools; *Parent Attitudes; Questionnaires; Racial Composition; School Desegregation; *Student Attitudes; Student Transportation; Tables (Data); Transfer Students

Identifiers-*Houston Independent School District TX

A questionnaire survey of parents and students in the Houston (Texas) Independent School District (HISD) sought their assessment of the magnet schools program started by HISD in 1975 to comply with a court desegregation order. Respondents included 1,310 parents (of 20,000 surveyed) and 8,675 elementary and secondary students (of 12,000 surveyed). Data were gathered on parental race or ethnic group, number of children, occupational location and transportation methods, and knowledge and attitudes about HISD's magnet schools, as well as on student grade level, sex, race or ethnic group, school transfer status, school transportation methods, and attitudes about magnet schools and the district's regular schools. Tabulation of responses for both magnet-school and non-magnet-school groups indicate, among other things, that both magnet-school students and the parents of such students feel that magnet schools provide a better education than regular schools. The results also show that parents of non-magnet-school children do not have the level of knowledge about the magnet schools that HISD desires. Attached to the document are copies of the parent questionnaires and lengthy tables presenting detailed survey results. (Author/RW)

ED215418 EA014518

Frels, Kelly

1981 Supplement to Burden of Proof--The Controlling Principle in Applying the First and Fourteenth Amendments.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-10p.; Chapter 18 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-*Civil Rights Legislation; Court Litigation; *Equal Protection; Racial Discrimination; Sex Discrimination; State Legislation

Identifiers-*Burden of Proof; Civil Rights Act 1964 Title VII; First Amendment; *Fourteenth Amendment; Intent to Discriminate; Supreme Court

The primary purpose of this article, the eighteenth chapter in a book on school law, is to discuss significant Supreme Court cases decided since 1977 concerning burden of proof in civil rights cases. In two cases, "Dayton Board of Education v. Brinkman" and "Columbus Board of Education v. Penick," the Court's most significant finding was that to establish a violation of equal protection the plaintiff must show forbidden purpose. In "Personnel Administrator of Massachusetts v. Feeny," a case challenging a state law giving veterans preference for state employment, the court denied the challenge because it found no sexually discriminatory purpose behind the statute. A case brought under Title VII of the Civil Rights Act of 1964, "Texas Department of Community Affairs v. Burdine," determined that in discrimination cases the ultimate burden of proof of a defendant's guilt resides with the plaintiff. The Court also ruled in this case that in determining "disparate treatment" (as opposed to "disparate impact"), purpose or intent to discriminate is essential. In conclusion, cases decided since 1977 refine rather than alter the Court's position on burden of proof, although it now appears more certain that proof of intent is necessary to establish liability under certain civil rights legislation. (Author/JM)

ED215461 EC142120

Yellow Book File of Program Procedures in Education for the Mentally Retarded. Administrative Manual.

Kansas State Dept. of Education, Topeka. Div. of Education Services.

Pub Date Apr 81

Note-43p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; *Daily Living Skills; Definitions; Early Childhood Education; Elementary Secondary Education; Graduation Requirements; *Mental Retardation; *Normalization (Handicapped); *Program Development; School Districts; Sequential Learning; *Student Educational Objectives

Identifiers-Kansas

The document is a brief collection of materials which provide a framework whereby local Kansas education units can individually and collectively identify ways to use the statewide effort to strengthen existing programs of service or develop new approaches at the local level for educating the mentally retarded. Part I introduces the process systems approach to program management and evaluation. Terminology related to the approach is defined. Part II, on program structures, contains tables outlining scope and sequence of education settings and experiences for early childhood through adult levels. Tables on dependency levels of performance are also offered. Each content area is presented in Part III with an identified lasting life process and a descriptive paragraph(s) which focuses on the lasting value of this area of study. The following areas are covered: codes, rules, laws, and regulations/rights and responsibilities of citizenship; communication/interaction; leisure time/change of pace; management of finances/budgeting; personal and environmental health/maintenance and well being; personal and family welfare/interdependence; spatial orientation and travel/mobility; and world of work and employment/increasing economic independence. The final part addresses promotion practices and graduation requirements. (SB)

ED215554 EC142799

Implementation of Public Law 94-142: The Education for All Handicapped Children Act. Third Annual Report to Congress.

Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

Pub Date 81

Note-179p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Compliance (Legal); Correctional Education; Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Evaluation Methods; *Federal Legislation; Handicap Identification; Individualized Education Programs; Mainstreaming; Preschool Education; Private Schools; Program Implementation; Severe Disabilities; Staff Development; State Departments of Education; Student Rights; Vocational Education

Identifiers-*Education for All Handicapped Children Act

The report examines progress through the school year 1979-80 in implementing P.L. 94-142, The Education for All Handicapped Children Act. Stressed in the executive summary are increased services to preschool handicapped children, increased services to secondary level handicapped youth, increased services to the severely handicapped, removal of barriers impeding interagency cooperation, increased availability of trained personnel, development and implementation of formalized monitoring and due process procedures, and streamlining of procedures for reviewing of state program plans at the federal level. Following an introduction and a summary of state and local accomplishments, 10 specific aspects of the law's implementation are detailed. A section on right to education cites data on preschool programs, secondary and vocational programs, programs for severely handicapped students, programs for youth in correctional facilities, and related services. The remaining nine sections are concerned with: child identification, location, and evaluation; the individualized education program; the least restrictive environment; procedural safeguards; protection in evaluation procedures; private schools; a comprehensive system of personnel development; state education agency responsibility for all programs; and state education agency monitoring. A final section is on the Office of Special Education administration of the law with subsections on policy development, state plans, monitoring, complaint management system, technical assistance, and interagency coordination. Appendixes include a summary of studies evaluating the Education for All Handicapped Children Act and 15 tables providing statistical data. (DB)

ED215074 CE030468

Ohanneson, Greg; And Others
Graduate/Employer Followup Project. Final Report.
San Jose City Coll., Calif.
Pub Date Nov 81
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Analysis; Data Collection; Educational Research; *Employer Attitudes; Field Tests; *Followup Studies; Graduates; *Models; *Outcomes of Education; Program Effectiveness; Program Improvement; Questionnaires; *Research Design; Surveys; Two Year Colleges; *Vocational Education
Identifiers-*Diffusion of Innovations Model; San Jose City College CA

A project was undertaken to explore the prospects of conducting employer followup surveys concerning the graduates of a selected vocational program and to devise a procedure that would categorize the small number of employers to be sampled in such a way that useful data for possible program change could be obtained and analyzed. During the project, a two-tiered employer survey was administered to employers at 11 different machine shops employing completers of a selected San Jose City College vocational program. The other phase of the project involved the development and testing of a system for classifying employers that was developed from a previously devised "Diffusion of Innovations Model." Although the survey response rates were low and the results were inconclusive, it was determined that the limited survey procedure developed is a satisfactory process for obtaining information about possible program modification. Recommendations included calls for conducting small scale employer followup studies on an annual basis and for having specific related occupational instructors conduct the surveys rather than hired consultants or non-specialists. (Appended to the report are a discussion of the development of the diffusion model respondent qualifier, the project questionnaire, and a summary of the survey results.) (MN)

ED215290 CS006322

Mayfield, M. Kent

Black Dialect: What Is Its Effect on Learning to Read?

Pub Date [77]
Note-44p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Aptitude; *Black Dialects; Black Students; *Cognitive Processes; English; *Interference (Language); Language Research; *Language Variation; *Learning Theories; Linguistics; Literature Reviews; Reading Achievement; *Reading Failure; Reading Instruction; Reading Research; Standard Spoken Usage

In analyzing the issue of the extent to which speaking a nonstandard dialect of English affects a child's ability to learn to read, this paper reviews linguistic and reading research from the 1960s to the present and notes how that research has changed and developed. Based on this research, the paper argues that (1) there is no direct causal relationship between speaking black English and reading failure; (2) interference is an inadequately defined concept, that phonological interference has little effect on learning to read, and that grammatical interference is not a major cause of reading problems; (3) the usual models of reading and of reading comprehension fail to consider how the syntactic and graphonological organization of written language mediate between the message and the reader's comprehension of it; and (4) the most important causes of reading failure among black English speakers can be assigned to pragmatic factors. (FL)

ED215507 EC142167

Matthews, Peter R.

The Formal-Informal, Indoor-Outdoor, Expensive-Inexpensive, and Accessible-Inaccessible Recreational Patterns of the Mentally Retarded.

Pub Date [79]

Note-16p.

Available from-AAHPERD, Information Research Utilization Center Reprint Services #766, 1900 Association Dr., Reston, VA 22091 (no price quoted).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accessibility (for Disabled); Elementary Education; *Leisure Time; *Mental Retardation; Recreation; *Recreational Activities; *Socioeconomic Status

The study compared the recreational patterns of 108 elementary students in three groups: (1) lower socioeconomic status (SES) mentally retarded children; (2) lower SES nonretarded children; and (3) middle SES nonretarded children. Analyses of interviews with caretakers revealed that mentally retarded Ss were similar in recreational pursuits to the nonretarded Ss, participating more in informal than formal activities, outdoor rather than indoor activities, inexpensive rather than expensive activities, and accessible rather than inaccessible activities. Retarded Ss engaged in fewer formal activities than either nonretarded group. It could not be concluded whether significant differences between groups 1 and 3 were due to retardation or lower SES. (Author/CL)

ED215110 CE031750

Gerads, Betsy I.

The Relationship Between Personality Type and the Participation in Education of Older Adults.

Pub Date Jul 81
Note-105p.; Master's Thesis, University of Minnesota.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Education; Continuing Education; Educational Research; *Leisure Time; *Older Adults; Participation; *Personality; *Personality Assessment
Identifiers-Minnesota (Saint Paul)

A study was conducted to provide additional information for understanding the participation of older adults in educational activities. The general hypothesis was that a significant relationship exists between personality type and extent of participation in education of older adults. Questionnaires collected information from 52 volunteers from the Wilder Senior Citizen's Center and Wilder Senior Aides Program in St. Paul, Minnesota. Instruments used were the Keirsey Temperament Sorter (KTS), a 70-item questionnaire to ascertain personal preferences of the respondent, and the Abbreviated Leisure Activities Survey (ALAS) that measures extent of participation. Findings showed that the older adult subjects were all involved in learning activities. On the KTS the majority of subjects scored high on the extroversion scale and low on the perception scale. The more extroverted and intuitive older adult was found to participate more in educational activities than persons scoring low on these variables. Implications and recommendations resulting from study findings concerned planning programs that appeal to extroverted and introverted personality types, planning educational experiences incorporating traits of intuities, focusing programs on practical hands-on learning experiences, and teacher understanding of people's personality types. (Survey instruments and data are appended.) (YLB)

ED215125 CE031813

Appleby, Judith A.

Selecting Instructional Strategies and Assessing Student Achievement. Vocational Education Curriculum Specialist, Module 9.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-82p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement; Administrator Education; Behavioral Objectives; Competency Based Teacher Education; *Criterion Referenced Tests; *Curriculum Development; Educational Administration; Evaluation Methods; Higher Education; *Instructional Design; Instructional Materials; Learning Activities; Learning Modules; Management Development; Postsecondary Education; Program Administration; Secondary Education; *Student Evaluation; *Teaching Methods; Tests; *Vocational Education

Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

One of five modules in the curriculum development series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into two sections, each based on one of the goals. Several instructional strategies are described in the first section. The second section examines criterion-referenced tests designed to assess students' accomplishments of the instructional objectives of a course. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215175 CE031977

Bond, Jean, Comp.

Public Relations Guide: Sex Equity in Vocational Education.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date Mar 81

Note-62p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Advisory Committees; Equal Education; High Schools; News Writing; Nontraditional Occupations; Pamphlets; Publicity; *Public Relations; *School Community Relationship; *Sex Fairness; *Student Recruitment; Telecommunications; Two Year Colleges; *Vocational Education

This public relations unit is one of a series of guides developed to aid school administrators and teachers in understanding and creating an environment that will allow students equal educational opportunities. Part of such awareness is knowing about the availability of courses and activities offered, as well as informing parents and potential employers about student success stories. The guide provides suggestions and examples of ways to work with the local media and the local advisory council, and encourages each school district to develop a public information plan in order to create a positive image. The five sections of the guide contain information on evaluating the present public relations program, preparing a public relations calendar, planning the program, publicity and activities to be carried out in the school and in the community, and using an advisory council. Activities suggested include creating brochures and news releases, conducting career fairs, setting up bulletin boards, leading tours of vocational facilities, producing plays and pageants, holding workshops and open houses, and using radio and television to create a favorable image of vocational education offerings. Samples of articles, news releases, posters, and brochures are included in the booklets. (KC)

ED215356 CS206845

Levy, Nancy R.

Grammar Graphics: A Novel Look at Syntax. Ideas and Techniques for Teaching Sentence Competency.

Pub Date Apr 82

Note-14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (1st, Minneapolis, MN, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Associative Learning; Elementary Education; *Form Classes (Languages); Learning Activities; *Sentence Structure; *Symbolic Learning; Teaching Methods; *Traditional Grammar; *Visual Aids; *Writing Instruction

"Grammar Graphics" is a technique for teaching English grammar to children in grades three through five using symbols to represent each part of speech. In this way children can graphically perceive and understand the function of words in a sentence. Basically the students learn symbols for all parts of speech except the preposition and conjunction (interjections are not included). There are six symbols (nouns as circles, verbs as triangles, articles as arrows, adjectives as squares, adverbs as rectangles, and pronouns as ovals), with the verbs as triangles varying in size according to its function in a sentence. Conjunctions and prepositions are always written out as words so that from the very beginning the students become sensitive to the special function of the preposition. By distinguishing the preposition, the teacher can illustrate immediately the adjectival or adverbial phrase that follows prepositions. The use of the symbols can also underscore the fact that the same word in a different position has a different meaning and a different grammatical function. Although the use of symbols in one sense makes grammar initially seem more abstract, the symbolization in another sense actually makes grammar more meaningful and much more fun. A variety of activities can be incorporated in teaching Grammar Graphics, some of which allow a multimodal approach to learning. Ultimately, this approach helps children understand syntax so that they can write effective sentences in paragraphs that, in turn, reflect unity and coherence. (HOD)

ED215377 CS503797

Botan, Carl H.; Frey, Lawrence R.

Trust in the Union: The Effects of Affiliation and Gender on Message Reception.

Pub Date Apr 82

Note-33p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitudes; *Communication Research; Communication Skills; *Credibility; Group Dynamics; *Organizational Communication; *Sex Differences; *Union Members; Unions

A study investigated the perceptions workers had of labor unions. Affiliation behavior and gender differences were employed as independent variables with respect to workers' attributions of trustworthiness in labor unions and their messages, as measured by the three dimensions of character, expertise, and dynamism of the Giffin Trust Differential questionnaire. All workers, 3,600 union members and 625 nonunion members, in a metropolitan postal district were surveyed. Data gathered from the more than 700 returned questionnaires revealed that affiliation behavior was the primary determinant of perceived trust in the labor union and its messages. Gender differences were also demonstrated to have a significant effect on attributions of trustworthiness, with union member males trusting the union on all dimensions to a significantly greater degree than union member females. These findings, however, were found to vary significantly according to affiliation behavior, with no significant differences in attributions of trustworthiness for male or female nonunion members. Finally, workers' attributions of trustworthiness toward the labor union were consistently higher than their attributions of trustworthiness toward labor unions' messages. (Copies of the questionnaire and its scoring key are appended.) (FL)

ED215576 FL012875

Lidman, Walter J.

Developing Written Communication Skills in the Jackson Township Bilingual Program.

Pub Date Jul 81
Note-131p.; M.A. Thesis, Kean College. Figures may not reproduce well.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Bilingual Education; *Classroom Techniques; Elementary Education; *Reading Instruction; Self Concept; Student Teacher Relationship; Student Writing Models; Underachievement; *Verbal Development; *Writing Instruction

This study reports on ways student under-achievement is being dealt with in the Bilingual Program of Jackson, New Jersey in grades 1-5. The study is limited to students in one school and was carried out during one 12-month period. It focuses on the following issues: (1) teaching methods which are best suited to solve the problems of student under-achievement in the area of written communication; (2) how general language development is related to the development of written communication; (3) the nature of the relationship between self-image development of written communication skills; and (4) children's reactions to methods developed in the course of the study. The researcher developed classroom techniques from literature on written communication and worked with 12 children in small groups or individually. Activities and techniques included reading aloud to the students, eliciting responses verbally or through art, tutoring, home visits, interpretation at parent conferences, and positive efforts to gain peer acceptance for children with language problems. The report includes comparisons of pre- and post-test results; gain/loss in grade level and percentile rank; personal reactions of parents, teachers, and students; and original stories and drawings of the children. (AMH)

ED215092 CE031649

Kennedy, Evelyn S.

Dressing with Pride. Volume One: Clothing Changes for Special Needs.

P.R.I.D.E. Foundation, Inc., Groton, CT.
Spons Agency-Sears, Roebuck and Co., Chicago, Ill.
Pub Date Feb 81
Note-103p.
Available from-P.R.I.D.E. Foundation, Inc., 1159 Poquonnock Rd., Groton, CT 06340 ($9.50, plus $1.50 handling charge).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults; Children; *Clothing; *Clothing Design; Disabilities; Mental Retardation; *Normalization (Handicapped); *Older Adults; *Physical Disabilities; Self Care Skills; *Sewing Instruction; Textiles Instruction

This book of sewing instructions is designed to solve many clothing problems for the disabled and elderly. Written in lay terms, it contains easy-to-follow, illustrated directions to assist the inexperienced sewer to modify and adapt ready-to-wear clothing for the handicapped. Suggestions for getting started are given in an overview of clothing selection, including such factors as comfort, warmth, durability, weight, safety, and stretch and absorption factors. The Care Label is reviewed, explained, and illustrated. Sewing equipment and notions needed are described. Topics of discussion include convenience fasteners; characteristics of fabric for special needs of the disabled; sewing instructions for basic modifications and alterations; and personal wardrobe evaluation. Twelve of the most commonly used articles of men's, women's, and children's clothing, purchased at regular stores, are altered in step-by-step illustrated directions showing the many changes, modifications, and adaptations possible. (KC)

ED215194 CE032033

Ringers, Joseph, Jr.

Community Planning Through Innovative Strategies: Games and Other Tactics.

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date 82

Note-28p.

Available from-University of Virginia, Community Education, 216 Ruffner Hall, 405 Emmet St., Charlottesville, VA 22903 ($2.00; 10-24 copies, 25% off; 25 or more, 40% off).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; Community Education; *Community Planning; Community Relations; *Decision Making; Decision Making Skills; *Game Theory; Guidelines; *Management Games; *Policy Formation; *Problem Solving; Program Development; Simulation

This manual was developed to provide an overview of participative planning for community improvement and to suggest when and how to use games to achieve desired results. It is intended as a tool for the development of relevant activities which will result in innovative solutions to community problems. The manual is organized in four sections. In the first section, approaches to community planning are discussed, and a rationale for game playing is provided. This section also contains an overview of participative decision making. In section 2 readers are instructed in how to create planning games, including information on where to get games and other ideas, aims or purposes of gamesmanship, principles to observe when planning games, criteria for conducting games, and hints for planning games. Section 3 provides ideas on when and how to use games (to get acquainted and improve interpersonal relationships, to arouse creativity, to determine group values, to reconcile differences, and to develop or maintain interest). Finally, section 4 concludes with some additional thoughts on the purpose of games, a summary of decision-making principles, and what to do instead of using games. (KC)

ED215312 CS006606

Hansen, Jane; Pearson, P. David

An Instructional Study: Improving the Inferential Comprehension of Good and Poor Fourth-Grade Readers.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, DC.; New Hampshire Univ., Durham.
Report No-CSR-TR-235
Pub Date Mar 82
Contract No-400-76-0116
Grant-798
Note-43p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aptitude; *Cognitive Processes; Elementary Education; Grade 4; Intermediate Grades; *Prior Learning; *Questioning Techniques; *Reading Ability; *Reading Comprehension; Reading Difficulties; Reading Instruction; *Reading Research
Identifiers-*Inference Comprehension; Inference Skills; Reading Strategies

A study was conducted to determine the benefits of an approach to teaching inferential skills that combined an explicit attempt to sensitize children to why and how one should draw inferences to prior knowledge with substantial practice in drawing such inferences during story discussions. Subjects were 20 good and 20 poor fourth grade readers who were randomly assigned to either an experimental or a control group. The experimental treatment consisted of three parts: (1) making students aware of the importance of relating new information to their existing knowledge structures; (2) getting students to speculate, prior to reading, about what they would do in the protagonist's situation and to predict what the protagonist would do; and (3) getting students to answer a number of inferential questions. Students in the control group received literal/inferential questions in a pattern most often reflected in elementary school reading instruction. The results showed that poor readers tended to benefit from the instruction more than did good readers. The poor readers did not differ substantially from good readers in answering the inferential questions. The poor readers also outperformed their control group peers, indicating that the experimental teaching approach was successful. (Examples of teacher-student discussions that occurred during questioning sessions and copies of worksheet questions are appended.) (FL)

ED215438 EA014585

A Guide to Curriculum Development: Purposes, Practices and Procedures.

Connecticut State Board of Education, Hartford.; Connecticut State Dept. of Education, Hartford. Bureau of Curriculum and Staff Development.
Pub Date 81
Note-80p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role; Committees; *Curriculum Development; Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; Exceptional Persons; *Intellectual Disciplines; Needs Assessment; School Districts; *State Curriculum Guides
Identifiers-*Required Courses

The purpose of this guide, the first of 12 volumes, is to help Connecticut's school districts comply with state legislative mandates for instruction in 11 required subject areas. The first volume assists districts in developing local curriculum guides. Each subsequent volume will cover one of the subject areas. After explaining the purpose of the guide, the authors discuss the management of districtwide curriculum planning, the roles of curriculum coordinators and councils and of other school officials, the creation of the district's master schedule for curriculum development, and the articulation of the district's goals and philosophy. Covered next is the framework for curriculum development in the 11 subject areas; the topics include curriculum committees, needs assessments, instructional strategies and materials, implementation, and evaluation. The following section examines curriculum development for special populations, including preschool, adult, handicapped, disadvantaged, and gifted students. The last section suggests time allotments for the subject areas from grades one through twelve. Sixteen appendices list selected resources and state education service centers and provide materials on state educational goals and legislation, testing, curriculum development processes and materials, and formats for curriculum guides. (RW)

ED215483 EC142142

Zarbatany, Lynne; Feldman, Gary

Modality Preferences in Autistic Children: Assessment and Relationship to Discrimination Learning. Final Report.

San Diego State Univ., Calif. Dept. of Psychology.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [81]
Grant-G008000019
Note-126p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Auditory Discrimination; Aural Learning; *Autism; *Dimensional Preference; *Discrimination Learning; Intermode Differences; *Learning Modalities; Stimulation; Visual Discrimination; Visual Learning

Following a review of the literature on responses of autistic persons to environmental stimulation, three experiments are detailed which examine the relationship between modality preference and rate of acquisition of a discrimination task. First, seven autistic children's preference for colored lights and/or simple tones was assessed in a sensory conflict situation (i.e., there was opportunity to respond to either light or tone). In Experiment 2, stimuli were incorporated into a simple serial discrimination task to determine whether stimulus preference was related to the speed at which children learn a discrimination. In the final experiment, the transfer to a school related material was explored. Results are detailed for each S. Among implications reviewed are the importance of developing appropriate assessment techniques for stimulus preferences of lower functioning children and the difficulty of assigning autistic students to homogeneous groups. (CL)

ED215532 EC142192

Long, Sandra; And Others

Capable Reader Program: Language Arts. Volume I--Part 1. Objectives for Units A1 through A3. Bulletin No. 334.

Beloit Public Schools, Wisc.

Pub Date Aug 81

Note-248p.; Parts are marginal and may not reproduce well. For related documents, see EC 142 193-199.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Academically Gifted; *Critical Reading; Curriculum Guides; Elementary Education; *Learning Activities; *Reading Instruction; Units of Study

The first document of a curriculum series describes objectives for three units from a program to meet the needs of academically gifted elementary students in the area of reading, with emphasis on comprehension skills including critical and creative reading. Following an introduction on teaching critical reading, three major sections focus on units with the following objectives: (1) given a selection, the student will learn to anticipate events or concepts throughout the material; (2) given a selection, the student will determine the implied main idea or theme and hypothesize the nature of the characters; and (3) given a selection, the student will utilize the main points, the details, and the interrelationsip among the details to draw a conclusion or solve a problem. Contained within the first two sections are activities, worksheets, information on cues, steps for teaching the cloze procedure, and transparency masters. A third section provides materials for teaching students to reach conclusions based on figures (tables, charts, graphs, and maps), on riddles, and on details or facts as stated in a selection. (SB)

ED215213 CE032134

McNutt, Anne

Cooperative Education: Industry and Education Cooperating.

Pub Date [82]
Note-12p.; Paper presented at the National Conference of the American Technical Education Association (1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business; *College Credits; *Cooperative Education; Definitions; *Educational Cooperation; Educational History; Educational Objectives; Educational Practices; Education Work Relationship; Engineering Technology; *Outcomes of Education; *Program Design; Program Development; Program Effectiveness; *School Business Relationship; School Role; Student Educational Objectives; Student Evaluation; Two Year Colleges; Work Experience Programs
Identifiers-*Nashville State Technical Institute TN

Like most cooperative education programs, the one at Nashville State Technical Institute in Tennessee benefits all concerned--the student, the college, business and industry, and the community. Among the many benefits of the cooperative education program are the following: clarification of student career goals, provision of relevant professional experience, establishment of a good rapport between the college and the community, development of a pool of highly motivated individuals for entry level positions, and development of the possibility for employer input into college programing decisions. Available to all students enrolled in any engineering technology or business program, the Nashville State Technical Institute cooperative education program involves three credit plans. These are the alternating plan (alternate quarters of full-time employment and full-time study), the parallel plan (simultaneous part-time employment and study), and the extended day plan (simultaneous full-time employment and part-time study). Credit for each plan is awarded on the basis of several criteria, including employer evaluation, academic advisor evaluation, student notes made during the work experience, and a final student paper explaining how the experience met certain objectives. Highly successful, the Nashville program has provided many benefits to business, students, and the community. (MN)

ED215231 CE032232

New York State Goals for Adult Learning Services.

New York State Education Dept., Albany. Adult Learning Services Committee.

Pub Date Dec 81

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education; Adult Educators; *Adult Learning; *Adult Programs; Community Involvement; Educational Finance; *Educational Objectives; Educational Planning; Financial Support; Futures (of Society); Guidance Programs; Information Services; Quality Control; *Statewide Planning; Student Evaluation

Identifiers-*New York

Eight goals are presented that are intended to provide a framework for the development of adult learning in New York in the next two decades and that are targeted for implementation by the year 2000. Each goal is preceded by background information that also spells out the intent of the goal. Goal 1 formulates the public interest in the various areas of adult learning. Goals 2 and 3 set directions for assuring that learners' needs are met, namely conveniently located learning sites which are an integral part of community life and times for educational activities that accommodate the learners. Goals 4 through 7 provide guidelines for the learning services that will respond to the public interest and meet the learners' needs. These are in regard to (1) encouraging a multiplicity of providers to match diverse needs with appropriate services; (2) providing for adequate information and guidance services to protect the consumer and maximize adult learner awareness of learning opportunities; (3) providing for an enlarged role for consumers in quality control and defining roles of the State, providers of services, and voluntary accrediting and other associations; and (4) providing appropriate assessment procedures for adult learning. Goal 8 and its addendum present the financing arrangements that will enable the other goals to be achieved. (YLB)

ED215291 CS006421

Degrosky, Deborah S.

Television Viewing and Reading Achievement of Seventh and Eighth Graders.

Pub Date Oct 81

Note-138p.; M. Ed. Thesis, Rutgers The State University of New Jersey.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Age; *Correlation; Grade 7; Grade 8; Intelligence Quotient; Junior High Schools; Middle Schools; Programing (Broadcast); *Reading Achievement; *Reading Research; Sex Differences; Socioeconomic Status; Television Research; *Television Viewing

Data were collected from 123 seventh and eighth grade students to examine the relationship between the quality of television viewing time and reading achievement, age, grade, sex, socioeconomic status (SES), and intelligence quotient (IQ). Highlights of the data analyses include the following: (1) The mean weekly viewing time for the subjects was 17.45 hours per week. (2) Viewing time ranged from over 34% for situation comedies to less than 1% for documentaries. (3) On a scale of 1-4 (low to high), the overall quality of viewing time for all the subjects was 1.82. (4) Boys spent significantly more time viewing news and sports programs and programs rated higher in quality. (5) Girls spent significantly more time watching music/variety programs. (6) Eighth grade students scored significantly higher on the reading test and came from homes significantly higher in SES than seventh grade students. (7) Seventh grade students spent significantly more time watching game shows and cartoon/fantasy programs than did eighth grade students. (8) Analysis of the statistically significant correlations involving grade level and subject sex accounted for only a very small percentage of the variance. (9) Quality of television viewing time had a statistically significant relationship to sex and reading test score. And (10) reading test score was significantly related to IQ, grade level, and quality of television viewing. (Author/RL)

ED215334 CS006645

Kincade, Kay M.; Restaino-Baumann, Lillian C. R.

Effects of Age and Task Type on Comprehending Explicit, Implicit and Metaphorical Information in Written Text.

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age; Cognitive Processes; Critical Reading; Elementary Education; Grade 2; Grade 5; *Metaphors; Questioning Techniques; *Reading Comprehension; *Reading Research; Reading Skills; *Recall (Psychology)

Identifiers-*Inference Skills; *Task Orientation

Children's reading comprehension of explicit, implicit, and metaphorical information was investigated to determine the effects of grade level and recall task type. After reading prose selections containing the three types of information, 40 second and 40 fifth grade students were assessed on either cued or free recall tasks. Their comprehension was evaluated on the quantity and type of propositional units recalled. The results showed that fifth grade subjects recalled more information than the second grade subjects in all categories. The cued recall means were consistently larger than the free recall means in all categories. Correlations for the explicit, implicit, and metaphor scores for each grade level indicated that second grade students performed equally well on explicit, implicit, or metaphor information. The correlations also indicated that if fifth grade students did well on implicit recall, they would be more likely to do well on metaphor recall. Thus, the findings emphasized (1) the impact that the specific task had on children's recall, and (2) the ability of very young children to comprehend metaphors and make appropriate inferences when provided retrieval cues. (RL)

ED215399 EA014499

Harris, Yeuell Y.

Community Information in Education. A Handbook of Standard Terminology and a Guide to Its Collection and Use. State Educational Records and Reports Series, Handbook VIII.

Miami Univ., Oxford, Ohio.

Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date [80]

Contract No-300-760-570

Note-265p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00009-1; $7.50).

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Community Characteristics; Community Surveys; Data Analysis; *Data Collection; Definitions; Demography; Educational Planning; Elementary Secondary Education; Information Needs; *Information Sources; Land Use; Records (Forms); Social Structure; Tables (Data); Two Year Colleges; Vocabulary

As an aid for administrators in state and local education agencies, community colleges, and noneducational service agencies, this handbook tells how to gather community information needed for educational planning and decision-making. Information sources, terminology, and definitions are included, as well as guidelines for the use of such data. The first two chapters present an introduction to community information. Six further chapters examine the classification of community data on population, land use, and social structure and discuss available published resources, information gathering from local sources, community survey methods, techniques of data use, and definitions of the data items used. Tables and charts provide examples of community information. In eleven appendices, the authors include a glossary of terms, sample community profile charts, an explanation of the Standard Industrial Classification system, hints on using federal census data, and a guide to the literature. (RW)

ED215508 EC142168

Matthews, Peter R.; Matthews, Barbara S.

Special Education in the Province of Buenos Aires, Argentina.

Lock Haven State Coll., Pa.

Pub Date Aug 80

Note-46p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; *Delivery Systems; *Disabilities; Elementary Secondary Education; Foreign Countries; Preschool Education; *Special Education

Identifiers-*Argentina (Buenos Aires)

The report is based on a study of special education in Buenos Aires, Argentina. The educational structure of the province is discussed in the first section, with information on administration and policy formation. Information on general education at the preschool, primary, and adult levels is presented along with an overview of special education services. Statistics on children served in special education are provided along with descriptions of services for mentally retarded, hearing impaired, visually impaired, homebound and hospitalized, and physically disabled students. Other settings considered include rehabilitation centers, labor schools, and workshops. Teacher education and inservice are also dealt with. The document concludes with a list of questions for consideraton of the Buenos Aires programs. (CL)

ED215594 HE014657

Hoy, John C., Ed.; Bernstein, Melvin H., Ed.

Business and Academia: Partners in New England's Economic Renewal.

New England Board of Higher Education, Wellesley, Mass.
Report No-ISBN-0-87451-197-6
Pub Date 81
Note-160p.
Available from-University Press of New England, Hanover, NH 03755.

Document Not Available from EDRS.

Descriptors-*Business; College Role; Economic Change; *Economic Development; Economics; *Higher Education; Leadership; Retrenchment; *School Business Relationship; *School Community Relationship; Socioeconomic Influences
Identifiers-Economic Impact Studies; Institutional Vitality; *New England

The relationship of higher education and the health of the economy is examined with emphasis on the rationale for change in some of the attitudes and policies within the New England higher education community that have prevailed during its 1945-1975 period of prosperity and growth, and prior to the 1976-1980 shift to steady state and no-growth policies. Following the preface by John C. Hoy, chapters include: "Emerging Needs of a Reindustralized Economy" (Melvin H. Bernstein); "An Economic Context for Higher Education" (John C. Hoy); "Market Influences on Higher Education: A Perspective for the 1980s" (Peter Doeringer, Patricia Flynn Pannell, and Pankaj Tandon); "The University's Contribution to Community Economic Development: Five Case Studies" (Charles J. Stokes); "Initiatives of Higher Education to Assist the Economy" (Ward S. Curran); "New England's Resilience" (Neal R. Peirce); and "Expanding Higher Education's Role in New England's Economic Development" (Robert E. McGarrah). Appendices include: "The Leadership Opinion Poll on Higher Education and Economy" (Melvin H. Bernstein and Irwin Harrison) and "Perspectives of Two Business Leaders" (Ray Stata and Russell Brace). It is concluded that higher education can and should play a major role in the economic growth and health of a region and that this in turn will create a vitality within the higher education institutions during times of decreasing enrollment and retrenchment. It is suggested that a firm working relationship be developed between higher education and both business and government. Notes for each chapter and author biographies are included. (LC)

ED215611 HE014962

Andersen, Charles J.; Atelsek, Frank J.

Sabbatical and Research Leaves in Colleges and Universities.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency-Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No-HEP-RN-53

Pub Date Feb 82

Note-43p.

Available from-Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Faculty; Eligibility; Faculty Development; *Full Time Faculty; Higher Education; *Humanities; *Leaves of Absence; *Personnel Policy; Questionnaires; *Sabbatical Leaves; Salaries; Teacher Employment Benefits; Trend Analysis

Information on the size of the full-time humanities faculty, the proportion of that faculty who took sabbaticals or leaves without pay in recent years, and some of the policies and practices associated with sabbaticals was elicited by a survey of Higher Education Panel members. Usable responses were obtained from 546 colleges and universities, and data from responding institutions were statistically adjusted to represent the eligible national population of higher education institutions with full-time humanities faculty. In academic year 1979-80, 83,500 full-time faculty members taught in the humanities in the nation's institutions. Findings include the following: the sabbaticals awarded in 1979-80 numbered just over 5,300, approximately three percent fewer than those awarded two years earlier; 6 to 6.6 percent of the full-time humanities faculty took sabbaticals during the three-year period; leaves without pay were granted to about half as many humanities faculty members as were sabbaticals; full-year awards accounted for slightly more than one-quarter of all the sabbaticals awarded to humanities faculty in 1979-80; full-year awards accounted for more than half of the leaves without pay granted humanities faculty in the same year; nearly all universities, 84 percent of four-year colleges, and 60 percent of the two-year colleges offered sabbaticals as of winter 1981; nearly half of the institutions that offered sabbaticals awarded them competitively; full-time tenured faculty were eligible for sabbaticals at nearly all of the institutions awarding sabbaticals; administrative staff were eligible at about two-fifths of the institutions, and full-time nontenured faculty could receive them at 38 percent of the institutions. The questionnaire is appended. (SW)

ED215075 CE030884

Anderson, Carmell F.

An Historical Approach to the Relationship between Adult Education and the Workplace: Path to Empowerment in the 80s.

Pub Date 5 Dec 80
Note-178p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adult Education; Continuing Education; Educational Administration; *Educational Change; Educational Cooperation; *Educational History; Educational Needs; Educational Objectives; Educational Philosophy; Educational Practices; *Educational Trends; *Education Work Relationship; Industrial Education; Industrial Training; Inplant Programs; Job Training; *Labor Education; Labor Force; Off the Job Training; Postsecondary Education; Public Education; School Role; Trend Analysis; Unions

From its beginnings the history of adult education has been entwined with the evolutionary struggle between labor and management for workplace control. The history of worker's education is, in reality, the history of two types of education--worker's education under worker's control and labor-management adult education under company control. Each has its own problems and limitations. Traditionally viewed as education for action rather than merely conveying academic information, worker's education has long been a practical method of building nad maintaining a strong and effective labor movement. There has been a marked lack of blue collar participation in both worker education and adult community education. The potential for adult education growth in the business and industrial sector is limited by several factors, including economic difficulties and the traditional conservative education objectives of the private sector. Adult education must abandon its perceived dualistic role as a provider of training for the productive sector of high technology and the treatment of the marginal adult. Rather, it must develop a new curricular approach with the goals of arriving at individual empowerment skills and a community and global consensus over issues of mutuality. (MN)

ED215142 CE031871

Mattimore-Knudson, Russell S.

The Nature of Adult and Continuing Education in Nigeria with Special Reference to Sokoto.

Pub Date 82
Note-21p.; Paper presented at the Illinois Adult and Continuing Education Association Conference (Springfield, IL, April 14-16, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; Adult Literacy; Change Strategies; Compulsory Education; *Continuing Education; Educational History; Educational Needs; *Educational Objectives; Educational Philosophy; *Educational Policy; *Educational Practices; Inservice Education; Lifelong Learning; Needs Assessment; Nonformal Education; Program Administration; Program Development; Program Effectiveness; *Program Implementation; Religious Factors; Volunteers
Identifiers-National Service Program (Nigeria); *Nigeria

There are three major kinds of adult education in Nigeria today--traditional adult education, formal adult education, and Islamic adult education. Because it is the form of adult education most promoted by the government, formal adult education is the most dominant approach found in Nigeria. A look at Nigeria's national policy on education indicates that educational leaders in Nigeria view adult and continuing education as a panacea for the present and future ills of Nigeria. To implement adult education throughout the country, policy-makers have formulated a number of approaches. Included among these are (1) adopting mandatory continuing education; (2) adapting individual literacy programs to fit given cultural and sociological conditions; (3) creating national, state, and local inservice programs; (4) developing a National Service Program that is a cross between Vista and military scholarship programs; and (5) establishing national commissions for adult education in each state to coordinate activities. There are, however, a number of barriers to successful implementation of such programs, including corruption, conflicts between traditional Islamic beliefs and western educational practices, existing class structures, and the current totalitarian administration of Nigeria's educational program. (MN)

ED215159 CE031918

Choi, Yearn H.

Equity from a Public Administration Perspective. Research and Development Series No. 214C.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-29p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214C, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available.)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education; Affirmative Action; Educational Discrimination; Educational Legislation; Educational Opportunities; *Employment Potential; Employment Practices; *Equal Education; *Equal Opportunities (Jobs); Federal Legislation; Government (Administrative Body); Nondiscriminatory Education; *Personnel Management; Personnel Selection; *Public Administration; Racial Discrimination; Sex Discrimination; Sex Fairness; Social Discrimination; Validity; *Vocational Education

Equity is a significant area of public administration which is integral to all disciplines that relate to the public interest, including vocational education. Vocational education is designed to achieve equity. The Vocational Education Act of 1963 mandated ready access of all persons of all ages in all communities to vocational education of high quality and suited to their needs and interests. The 1968 Amendments reinforced this directive, and sex equity was clearly stipulated in the 1976 Amendments. Vocational education was further linked with employability of any person with passage of such laws as the Comprehensive Employment and Training Act. A chief barrier to equity is absence of public interest. In public administration the improvement of testing is a feasible way to effect equity. Agencies should be required to show evidence of criterion-related, content, or construct validity of their personnel selection procedure. As regards research and policy recommendations, public interest should be the foundation of equity, enrollment should be regularly researched, intergovernmental fiscal relationships in vocational education should be studied from the standpoint of equity, and employability and energy equity should be studied. (YLB)

ED215252 CG015855

Handbook for Supervisors of Child Welfare and Attendance, Visiting Teachers and School Social Workers. Publication 1452. Revised 1981.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

Pub Date 82

Note-248p.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Attendance; *Child Welfare; Disclosure; *Educational Policy; Elementary Secondary Education; Itinerant Teachers; Models; *School Attendance Legislation; School Personnel; *School Social Workers; State Departments of Education; Student Records; *Supervisors

Identifiers-*Louisiana

This handbook describes the Program of Child Welfare and Attendance and School Social Work Services in the state of Louisiana. The first section provides a brief history of services in Louisiana and a description of the program, including its philosophy and objectives, the identification and interpretation of roles and functions of child welfare, school attendance issues, and the role of school social work personnel. Due process for students is explained along with court cases and decisions. Part Two of the handbook focuses on procedures, directions, and forms for collecting and reporting data. An administrator's guide to the Buckley Amendment, which granted parents and students the right to review student records, is provided and sample forms maintained by supervisors of child welfare and attendance are given. Part Three contains evaluative forms and procedures and discusses certification requirements for supervisors of child welfare and attendance and/or visiting teachers. The appendix contains the specific laws affecting child welfare, attendance, and adjustment, and opinions of the attorney general. This handbook may be used as a legal reference guide for school professionals and, although geographically specific,

could serve as a model for other education programs. (NRB)

ED215272 CG016005

Maldonado, David; And Others

[White House Conference on Aging, 1981. Family, Social Services and Other Support Systems. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-9; TCR-9

Pub Date 81

Note-44p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Day Care; Adult Programs; *Aging (Individuals); *Family (Sociological Unit); Home Programs; Housing; Individual Needs; *Older Adults; *Public Policy; *Social Services; Sociocultural Patterns

This Technical Committee Report concerns the adoption of public policy for the development of a comprehensive continuum of services available to all older persons. Basic values, trends, and changing patterns of living are presented along with key issues such as the interrelationships among the family, social services, and other support systems in providing personal care and support services within the home and community. The strengths and weaknesses of the family, social services, and other support systems are also discussed separately. Alternative approaches to social support are considered, e.g., congregate housing, multi-purpose senior centers, day services and respite care, homemaker-home health aide services, and hospice care. Committee recommendations for the formation of public policy are categorized under the headings of: (1) economic security; (2) social services, informal support, and the family; (3) in-home and community-based service; (4) linkages, access and follow-up; (5) diversity and choice; (6) prevention, wellness and independence; and (7) newer service programs. The appendix contains additional documentation in support of the committee recommendations. An executive summary of this report is also included. (NRB)

ED215419 EA014519

Fisher, M. Byron

Discipline of the Handicapped Student.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-5p.; Chapter 19 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-Court Litigation; *Disabilities; *Discipline; Elementary Secondary Education; *Expulsion; Federal Regulation; Mainstreaming; Suspension

Identifiers-*Education for All Handicapped Children Act; Education of the Handicapped Act 1970

Disciplinary measures that are reasonable for the nonhandicapped student may be unreasonable for a handicapped student. So maintains this nineteenth chapter of a book on school law dealing with regulations and judicial action related to discipline of handicapped students under the Education of the Handicapped Act. As interpreted by "Doe v. Kroger," the act prohibits the expulsion of handicapped children who are disruptive because of their handicap and instead, allows as punishment their placement in a more restrictive environment. Temporary suspension is possible when a handicapped student is endangering his or her own health or welfare or that of others. In "S-1 v. Turlington," it was held that expulsion must be supported by an expert's or a group of experts' determination that a student's misconduct bears no relationship to his or her handicap. Yet even when the misconduct is not related to the student's handicap, the complete cessation of educational services to a handicapped student is not an appropriate final determination. (Author/JM)

ED215462 EC142121

Proceedings [of the] National Seminar on the Education of Gifted and Talented Children (Melbourne, Australia, November 8-10, 1981).

Australian Commonwealth Schools Commission, Canberra.

Report No-ISBN-0-642-89239-3

Pub Date Dec 81

Note-109p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Ancillary School Services; *Curriculum; Elementary Secondary Education; *Expectation; Foreign Countries; *Gifted; Parent Teacher Cooperation; Peer Relationship; Research Methodology; Teacher Attitudes; *Teacher Education; Teacher Evaluation; Teacher Role

Identifiers-*Australia

The document contains proceedings from a seminar on the education of gifted and talented children in Australia. The keynote address, "Expectations for Educating the Gifted and Talented" delivered by R. Strom, is divided into five main sections: school expectations (goal setting and motivation, scope of learning, mental health and stress); teacher expectations (attitudes and skills, curriculum design, parent-teacher conferences); peer expectations (cultural changes in learning, benefits of peer instruction, developing peer esteem); parent expectations (early environment, family communication, advice and guidance); and societal expectations (access to opportunity, range of talent, sources of identification). Individual reports cover six discussion groups on curriculum, research, support services, and teacher education. A general summary reviews discussion group recommendations, teacher evaluation, home-school relationships, collaborative teaching, and parent education. Also provided are teacher evaluation forms, a stress inventory, guidelines for parent-teacher relationships, a seminar timetable, and a list of participants. (SB)

ED215555 FL012618

Lopez, Mary de; And Others

A Study of Hiring Practices in Foreign Language Departments.

Pub Date 82

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty; Colleges; Departments; *Employment Practices; Higher Education; *Language Teachers; Native Speakers; *Personnel Management; Questionnaires; Surveys; Universities

A survey questionnaire designed to investigate hiring practices was mailed to 118 foreign language departments of U.S. colleges and universities that advertised fulltime teaching positions in the "Chronicle of Higher Education" from September 1979 to June 1980. Of the 85 returns, 69 responses met the requirements of the study and were used in the analyses. The results indicated that the degree specialities of the faculty hired often did not match their assigned teaching areas. Whereas three times more positions were in undergraduate language as compared to literature teaching, four out of every five newly hired faculty specialized in literature. Although the hiring of native vs. nonnative speakers appeared to be within the range of the estimated proportions, a closer look revealed that a substantial number of the new hirings in both large and small language divisions did not enhance proportionate representation of native and nonnative speakers. Finally, the qualifications and teaching assignments of hired native vs. nonnative speakers seemed to be comparable, with the exception that there was a tendency for positions at senior faculty rank to be filled by nonnative candidates. (Author)

ED215093 CE031681

McClurg, Ronald
Computer Equipment and Curriculum Requirements for Quality Data Processing Instruction. Research and Development. Final Report.
Des Moines Area Community Coll., Ankeny, Iowa.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Spons Agency-Department of Education, Washington, DC.
Report No-ISDPI-CE-82-R1
Pub Date Dec 81
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Literacy; Computer Science; *Computer Science Education; Course Content; *Curriculum Development; Curriculum Guides; *Data Processing Occupations; *Educational Needs; Elementary Secondary Education; Needs Assessment; Postsecondary Education; *Programing
Identifiers-Iowa

Analysis of the curriculum and hardware needs for data processing instruction in Iowa was undertaken in order to prepare a sample curriculum and equipment recommendations for instruction in postsecondary institutions, as well as suggestions for a K-12 computer literacy program. More than 60 publications on computer-related topics and K-12 computer literacy were reviewed to determine competency requirements for computer programmers and computer operators, as well as six dimensions of computer literacy. In addition, data were collected through visitations to recognized data processing education centers; a telephone survey of two-year colleges to examine the hardware being used in training programs; a mailed survey to employers of computer programmers and operators who had been enrolled in a community college program; and a telephone survey of placement officers at Iowa area schools with programming/operations departments. All four of the surveys indicated the following similar necessary characteristics: the need for current, relevant curricula in step with technology advances; the need for modern equipment used by the industry in the primary service area; the need for modern equipment used by the industry in the primary service area; the need for experience through field study, cooperative study, or other arrangements; and the need for various options for enrollees to satisfy their needs and to take advantage of the employment opportunities available. As a result of the study, a listing of required and optional topics as well as recommended non-computer course work for programmers and operators was proposed to aid postsecondary schools in building their curricula; and a list of proposed topics and hardware requirements for a K-12 computer literacy curriculum was developed. (KC)

ED215111 CE031783

Cramer, Patricia L.

Causes for Attrition Among Adult Basic Education Students.

Pub Date Mar 82

Note-108p.; Masters Thesis, Bowling Green State University.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Persistence; Adult Basic Education; *Adult Students; Demography; Dropout Prevention; Dropout Research; *Dropouts; Goal Orientation; *Rural Areas; Rural Education; Rural Urban Differences; School Holding Power; *Socioeconomic Influences; *Student Attrition; Student Educational Objectives; *Student Motivation

This study was conducted to determine causes for attrition among students in an Adult Basic Education (A.B.E.) program located in a non-metropolitan area. Dropouts and completers were compared by demographic characteristics and by sources of difficulty (nonschool-related, school-related, and affective) in attending class. In addition, causes for attrition of enrolled to registered dropouts and previous to present educational levels of all participants were compared, and the reputation of the program was ascertained. Based on a review of the literature that indicated, among other things, most studies of A.B.E. students had been conducted in large urban areas, survey questionnaires were designed and mailed to 233 subjects who attended A.B.E. classes between September, 1977, and March, 1981, in a rural area of northwest Ohio. A total of 83 students responded, with 32 of those being students who had completed A.B.E., and 51 of those who had dropped out. Chi-square analysis was used to determine the significance of the data gathered. The results indicated that those who dropped out more often experienced conflicts with job and time of class and felt discouragement and lack of progress. Those who completed more frequently did not find situational barriers to attendance but did express feelings of fear. Significant differences were not found between dropouts and completers in the demographic traits and between registered and enrolled dropouts relative to causes for attrition. No significant relationship between previous and present educational level was established; however, nearly all former students agreed that the program had a favorable reputation. (Author/KC)

ED215357 CS206846

Halpern, Jeanne W.

Effects of Dictation/Word Processing Systems on Teaching Writing.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business Communication; Higher Education; Teaching Methods; *Technical Writing; *Technological Advancement; *Word Processing; *Writing Instruction; Writing Processes; Writing Research; *Writing Skills

Identifiers-*Text Editors

Because of dramatic changes in the technology of communication systems in business, industry, government, and the professions, college graduates are no longer writing the way they were taught to write. Instead of being physically engaged in a recursive pen-in-hand process, they are dictating their communications for word processing systems. A review of the literature on word processors and structured interviews with 28 users and managers of word processing systems demonstrate that writers now compose their communications by modifying all phases of the composing process to meet the requirements of the new systems. Such research on how writers compose on the new systems suggests that teachers can help business writing students adapt their writing to the new technology by (1) preparing students to anticipate the options new systems provide; (2) preparing students to conduct two concurrent monologues, one for the intended reader and one for the word processor or transcriptionist; (3) introducing a wide range of planning strategies, from generative heuristics to stereotypic patterning; (4) helping students internalize the conventions of written texts; (5) incorporating oral delivery in class instruction; (6) using highly adaptable review/revision procedures; and (7) emphasizing collaboration in all stages of the composing process. (HTH)

ED215378 CS503798

Wolfarth, Donald L.

The University Parliamentarian as a Gambler.

Pub Date Jan 82

Note-19p.; Also published in Parliamentary Journal; v23 n1 Jan 1982.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty; *College Governing Councils; *Decision Making; Higher Education; *Parliamentary Procedures; Policy Formation; *Problem Solving; Role Conflict; Speech Communication

Faculty members, as their organization's parliamentarians, must exercise appropriately their own rights as members of the organization as well as maintain loyalty to their role as parliamentarian. Add to this dilemma parliamentary indifference, and a "politics as usual" attitude and the outcome of any parliamentary session is in doubt. Such situations liken the role of the parliamentarian to that of a gambler with a deck of cards. The university parliamentarian needs to learn to "play it right," needs to know when to "hold them" against conspiracies of silence and when to "hold them" against parliamentary ignorance. The parliamentarian also needs to "play it right" by knowing when to "fold them." By knowing when to "walk away," the parliamentarian recognizes a "no win" circumstance for what it is and maintains his or her poise and credibility in hopes of a better hand another day. Sometimes, the only way to "play it right" is to run. (A series of campus parliamentary problems illustrate the role of the parliamentarian as a gambler.) (HOD)

ED215509 EC142169

Trybus, Raymond J.; Edelstein, Terry A.

Directory of Mental Health Programs and Resources for Hearing Impaired Persons.

Gallaudet Research Inst., Washington, DC.

Pub Date Nov 81

Note-31p.

Available from-Gallaudet Research Institute, 8th and Florida, N.E., Washington, DC 20002 ($3.00 plus $0.50 postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adults; Agencies; Elementary Secondary Education; *Hearing Impairments; Mental Health; Mental Health Clinics; *Mental Health Programs; Psychiatric Services; Resources; Services

The results of studies on services for hearing impaired persons in state psychiatric hospitals and mental health programs, the directory lists approximately 100 programs and resources for hearing impaired persons in 27 states (and two listings in Canada). Arranged alphabetically by state, citations include information on director's name, services offered, program capacity, professional staff, and date the program was established. Programs (mental health services units specifically designed for hearing impaired persons, and typically housed in psychiatric hospitals, mental health clinics, or schools) are

represented as well as resources (specific agencies or private practitioners not designed specifically for, but offering services to, the hearing impaired. (CL)

ED215533 EC142193

Long, Sandra; And Others

Capable Reader Program: Language Arts. Volume I--Part 2. Objectives for Units A4 through B1. Bulletin No. 334.

Beloit Public Schools, Wisc.

Pub Date Aug 81

Note-266p.; Parts are marginal and may not reproduce well. For related documents, see EC 142 192-199.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Academically Gifted; *Critical Reading; Curriculum Guides; Elementary Education; *Learning Activities; *Reading Comprehension; *Student Educational Objectives; Units of Study

The second document in a curriculum series describes objectives from three units of a program to meet the needs of academically gifted elementary students in the area of reading, with emphasis on comprehension skills including critical and creative reading. Units have the following objectives: to identify the causes presented in a given selection, predict the effects, and establish a relationship; to identify similarities and differences to make a comparison and contrast relationship; and to identify the relationship between the major and minor premise and state whether the conclusion is a fallacy in reasoning. Provided for each objective are activities in the form of worksheets, transparencies, and gameboards. (SB)

ED215577 FL012876

Boyle, Joseph P.

Facing Reality in University English Teaching in Hong Kong.

Pub Date Dec 81

Note-15p.; Paper presented at the International Association of Teachers of English as a Foreign Language (16th, London, England, December 18-21, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Business English; *Chinese; *College Students; Cultural Awareness; *Cultural Background; Culture Conflict; *English (Second Language); Higher Education; Interference (Language); Pronunciation; Second Language Instruction; Social Influences; Student Attitudes; Syntax

Identifiers-Hong Kong

This paper focuses on those aspects of which teachers must be aware when teaching university students in Hong Kong. These aspects include cultural factors, the influence of political, social, and educational developments in Hong Kong over the years, and the students' feelings of achievement in attending the university. In terms of language, teachers must be aware that pronunciation difficulties of a major nature--those, that is, which impede mutual comprehension--will be a part of the speech of most of the students. There will also likely be interference from the students' first language at the level of syntax. Chinese university students typically do not speak out in discussion in the way students from other cultures might. Discussion also centers on the possible conflict between their native cultural values and the lure of modern industrialized society. The fact that these students are caught between two cultures is reflected in the way they are caught between English and Chinese. (JK)

ED215126 CE031814

Kaplan, Carol B.

Relating Learning Differences and Instructional Methods. Vocational Education Curriculum Specialist, Module 10.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-66p.; For related documents see Ce 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices.)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Ability; Administrator Education; Behavioral Objectives; Cognitive Style; Competency Based Teacher Education; *Curriculum Development; Educational Administration; Higher Education; *Individual Differences; Instructional Materials; *Learning; Learning Activities; Learning Modules; Management Development; Postsecondary Education; Program Administration; Secondary Education; *Student Evaluation; Student Interests; Student Needs; *Teaching Methods; Tests; *Vocational Education

Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

One of five modules in the curriculum development series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section describes how individual learners may differ and how these differences relate to learning. In the second section is described the assessment of student needs and interests. The third section looks at ways of providing for individual differences in vocational education programs. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. A concluding activity is provided here. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215176 CE031982

Initiatives in Technical and Further Education. Vol. 1, No. 2, 1980
National TAFE Clearinghouse, Adelaide (Australia).
Report No-TAFE-TD-192-354
Pub Date Dec 80
Note-68p.; For volume 1, number 1, see ED 195 702.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Abstracts; Academic Education; Adult Education; *Clearinghouses; Continuing Education; Curriculum; Educational Facilities; Educational Philosophy; Educational Planning; Educational Policy; Educational Research; *Educational Resources; Higher Education; Information Services; *Instructional Materials; Library Services; Postsecondary Education; *Publications; Secondary Education; Secondary School Curriculum; Students; Teaching (Occupation); *Technical Education; *Vocational Education
Identifiers-Australia; ERIC; *National TAFE Clearinghouse (Australia)

This abstract journal contains abstracts of documents dealing with secondary and postsecondary technical education that are available through the Australian Technical and Further Education (TAFE) Clearinghouse system. The abstracts contained in this journal are from the following broad categories: traditional discipline curriculum subjects; vocational and professional curriculum subjects; educational facilities; educational history; educational management; educational philosophy, policy, and development; educational planning and administration; educational psychology; educational research; educational systems and institutes; schools; higher education; adult education; continuing, community, and mass education; education on specific categories of students; library and information services; students; teaching; teaching materials and equipment; and the teaching profession. Following the same format as the Educational Resources Information Center (ERIC) abstract journal, Resources in Education (RIE), this TAFE abstract journal contains information on the publication data and accessibility of each document as well as descriptors and identifiers taken from the ERIC Thesaurus of Descriptors. A subject index, an author index, and information for ordering the TAFE documents follow the abstracts. (The first issue of this journal is available separately--see note.) (MN)

ED215195 CE032034

Cook, Daniel W.

Postservice Psychosocial Adjustment of Former Spinal Cord Injured Rehabilitation Clients. Research Report.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date Jan 82

Grant-G008003045

Note-26p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment); Followup Studies; Individual Needs; Need Gratification; Needs Assessment; Objectives; Outcomes of Education; Participant Characteristics; *Physical Disabilities; Pretests Posttests; *Psychological Characteristics; Psychological Needs; Questionnaires; Self Evaluation (Individuals); *Social Adjustment; State Surveys; *Vocational Rehabilitation

A study examined the long-term adjustment of spinal cord-injured vocational rehabilitation clients by isolating major dimensions of postservice adjustment, correlating preservice status with adjustment followup, and by measuring client pre- to postservice psychological change. Three self-report instruments (a needs satisfaction inventory, a goal scaling measure, and a measure of perceived life status) were completed at service entry by 122 clients of various Arkansas intermediate medical centers or comprehensive rehabilitation centers. Included among the major study findings were the following: (1) postservice adjustment to spinal cord injury is clearly multidimensional and spans at least four major dimensions--satisfaction in meeting basic needs, participation in vocational activities, participation in avocational activities, and accomplishment of highly personal goals; (2) there were no relationships of preservice psychological status to adjustment followup; (3) clients' psychological status remained stable from service entry to followup; and (4) at followup a significant number of spinal cord-injured clients positively revised their life status perceptions toward personally important goals. (MN)

ED215232 CE032238

Youth Opportunity Wage Act of 1981. Hearings before the Subcommittee on Labor of the Committee on Labor and Human Resources, United States Senate. Ninety-Seventh Congress, First Session on S.348 (March 24-25).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date 81

Note-522p.; Not available in paper copy due to small print.

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents; Adults; Attitudes; *Employer Attitudes; Federal Legislation; Fringe Benefits; *Hearings; *Minimum Wage; *Minimum Wage Legislation; Minority Groups; Unemployment; Unions; Wages; *Work Attitudes; *Youth

Identifiers-Congress 97th

This document contains transcripts of United States Senate hearings of March, 1981, on the Youth Opportunity Wage Act of 1981. The proposed Act would set a lower minimum wage for work performed by youth under the age of 20; and extend the allowable lower wages to be paid in other industries besides the food service and retail industries where they are now legal under certain circumstances. Testimony and statements were given by Senators, union representatives, representatives of minority advocacy groups, and representatives of various business and retail industry groups. All those testifying expressed concern over the impact of teenage unemployment, but held varying views on whether a lower minimum wage for teenagers would alleviate the problem. Proponents of the proposed legislation testified that it would create thousands of jobs for unskilled young people who are now priced out of the job market by increases in the minimum wage. They said that these youths' skills are just not worth the minimum wage to employers, but if the minimum were lowered, employers would be able to hire more youths rather than doing without this marginal labor. Opponents of the bill contended that a subminimum wage would benefit fast food chains and other major employers of young people while thousands of adult workers, who make up 70 percent of the minimum-wage work force, would be displaced by youths earning lower wages. In addition, opponents of the bill argued that the country has a moral obligation to maintain a living wage for its workers. (Prepared statements are included in the document.) (KC)

ED215335 CS006646

Barnett, Bruce G.; Filby, Nikola N.

Classroom Effects on Student Perceptions of Better Readers. Class Size and Instruction Program.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Contract No-400-80-0103

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Aptitude; Classroom Research; Elementary Education; Grade 2; Grade 3; Grade 5; *Grouping (Instructional Purposes); *Reading Ability; Reading Attitudes; *Reading Instruction; *Reading Research; Self Evaluation (Individuals); *Student Attitudes

A study examined the influence of classroom organization, student age, and student ability on 122 students' perceptions of who were the "better readers" in their classrooms. The students were members of one second grade and one fifth grade receiving reading instruction in a whole-class format; a second-third grade combination classroom taught with four ability-based groups; and one second grade and one fifth grade taught in permanent ability-based groups. The students were asked to rank their reading books from easiest to hardest and to decide which of two peers was a better reader. The results showed that particularly high levels of agreement on better readers occurred in the classes with whole-class instructional formats. While the data did not indicate that students' ages had any effect on their perceptions, ability differences suggested that students in ability-based instructional groups were less likely to make accurate judgments about task performance, and that being in a classroom where reading groups operated at the same time may provide low-ability students with useful information for judging other students in the classroom. Overall, the study indicated that teachers can arrange their classrooms to increase or decrease the amount of information students receive that can influence students' views of each other and, presumably, themselves. (RL)

ED215439 EA014586

Pinnell, Gay Su; And Others

Directory of Schools Reported to Have Exemplary Discipline.

Phi Delta Kappa, Bloomington, Ind.; Phi Delta Kappa, Columbus, Ohio.
Report No-ISBN-0-87367-779-X
Pub Date 82
Note-127p.; Prepared by the Commission on Discipline. For a related document, see EA 014 587.
Available from-Publications Division, Phi Delta Kappa, Box 789, Bloomington, IN 47402 ($6.00).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Demonstration Programs; *Discipline Policy; Elementary Secondary Education; Institutional Characteristics; National Surveys; Program Descriptions; Questionnaires; Subject Index Terms; Tables (Data)

To help educators and community members improve elementary and secondary educational practices, the Phi Delta Kappa Commission on Discipline assembled this directory of over 500 public and private schools reported to have exemplary discipline. Recommendations for schools to be included came from commission members' personal networks, organizations for educational innovation and administration, and a literature review. Using data drawn from a questionnaire survey, the directory lists schools in ten U.S. geographic regions and Canada. The entry for each school gives its name, address, telephone number, an administrator or contact-person, urban or rural location, public or private type, grade levels, number of staff and students, and short descriptive phrases about its disciplinary program activities. Over 85 descriptive phrases are used, covering more than 60 categories of activities, including volunteer programs, rewards, school climate, school-community relations, curriculum, due process, public relations, policy-making, and student and staff involvement. Four appendices present aggregate data on the schools' demographic characteristics, an alphabetical index of the schools, an index by disciplinary program activities, and a copy of the survey questionnaire. (Author/RW)

ED215484 EC142143

Dell, Amy Glasser

The Nature of Programs Serving Preschool Handicapped Children in North Dakota. No. 15.

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date Oct 81

Note-100p.

Available from-North Dakota University, Bureau of Educational Research and Services, Box 8158, University Station, Grand Forks, ND 58202 ($3.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Ancillary School Services; *Disabilities; Needs Assessment; Parent Participation; *Preschool Education; Special Education; State of the Art Reviews; State Programs; State Surveys; Therapy

Identifiers-*North Dakota

Fifty-one surveys designed to gather qualitative information on preschool programs in North Dakota were completed and returned by preschool teachers. Questionnaires focused on five major topics: population served, staff, parent involvement, program curriculum, and teacher and program needs. Results indicate that many teachers served fewer than 10 students; the majority of preschool programs did not include nonhandicapped students; few programs served children below age 3; support staff was providing services directly to children more frequently than through teacher consultation; speech/language therapy was the most frequently cited support service; parents were involved in their child's education; and a behavioral teaching style was much in evidence. (CL)

ED215143 CE031900

Oldsen, Carl F.

Communication Linkage Implementation Study. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jan 82

Contract No-300-78-0032

Note-21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Cooperation; Databases; *Facsimile Transmission; Higher Education; *Information Dissemination; *Information Networks; Information Services; Information Systems; *Online Systems; *Program Implementation; Program Improvement; Research Utilization; *Vocational Education

Identifiers-*Message Switching

This directed study, part of the applied research and development effort of the National Center for Research in Vocational Education, focused on the use of emerging telecommunications technology to facilitate communication among vocational education program improvement agencies. The study attempted to introduce and implement new developments in computer-based message systems to take advantage of cost savings and time management. A system was identified using message switching with a central computer to provide a link between terminals. It was noted that the introduction of new technology and new patterns of communicating, although demonstrated to be more cost effective, is not easy. It involves re-education of the format, equipment, and habits developed over the years. The findings of this study illustrate the need to incorporate new technology to decrease the response time in answering requests, share available information across state and regional boundaries, and disseminate information in a more cost-effective manner. Tight budget conditions in vocational agencies impaired the quick adoption of message switching, but at the end of the first year, the quorum of six had joined with an additional six agencies expressing strong interest. If additional funding is approved, it is anticipated that message switching will be used to provide faster access to the program improvement database, plan conference agendas, support an electronic mailbox, and provide for the successful application and implementation of new and improved practices for vocational education program improvement agencies. (KC)

ED215214 CE032139

Orr, David B.

Data Available for Studying Vocational Education.

National Center for Education Statistics (ED), Washington, DC.
Pub Date 82
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Databases; Data Collection; Educational Research; Information Networks; Information Retrieval; *Information Services; *Information Sources; Information Storage; Information Systems; *Information Utilization; Online Systems; Postsecondary Education; Secondary Education; *Statistical Data; *Vocational Education
Identifiers-*Vocational Education Data System

The Vocational Education Data System (VEDS) data base was created as a result of the Vocational Education Amendments of 1976. VEDS statistics were to be collected in the form of state-aggregate data (that is, state-level data is submitted by each state, based upon records and data collected by the state for this and other purposes); and VEDS data, which cover only that portion of the vocational education enterprise which is covered by state plans under the Vocational Education Act (about 90 percent of vocational education students). Data contained in the VEDS database are the following: (1) the results of mandated state evaluations of the extent to which program completers and leavers find employment in occupations related to their training and are considered by their employers to be well trained and prepared: (2) data on vocational students, including race and sex; (3) programs; (4) program completers and leavers: (5) staff; (6) facilities; and (7) expenditures. The system was installed for the school year 1978-79, and has continued on an annual basis since that time. At present, data through 1980 are available for access by educators and researchers. (The main part of the document contains detailed information on the various categories of data available in VEDS; an annotated listing of key publications which contain data about vocational education; and an annotated listing of the available data tapes and instructions about how they can be ordered.) (KC)

ED215292 CS006511

Perrig, Walter

Das Entstehen von Fragen beim Verarbeiten von Prosatext. (The Generation of Questions during the Processing of Prose). Research Bulletin No. 23.

Fribourg Univ. (Switzerland).
Pub Date 80
Note-32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; *Cognitive Processes; Discourse Analysis; *Questioning Techniques; *Reading Comprehension; *Reading Research
Identifiers-*Schemata

A study investigated the conditions and processes that stimulate questions in adults. During the experiment, the amount of effort required to assimilate a prose text was manipulated and the influence of this factor on the number of questions asked as well as on the capacity of retaining information was examined. This was done by activating knowledge and stereotyped series of actions (scripts) and varying new input information. A description of an action was read significantly faster when it was preceded by an activated script from which it was derived (predictive understanding) than when it followed a nonrelated, activated script (break in understanding). There was only a faint correlation between the number of questions asked and the effort required to assimilate the text material. With scrambled-order stories, however, significantly more subjects asked at least one question when they came to the experimental sequence. Stories arousing concurrent expectations and requiring an average effort of understanding was recalled more accurately than those inducing a specific script expectation, whether the new information fulfilled the expectation (lesser effort at understanding) or not (higher effort at understanding). (Author/HTH)

ED215313 CS006607

Bruce, Bertram

HWIM: A Computer Model of Language Comprehension and Production.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Report No-CSR-TR-236

Pub Date Mar 82

Contract No-400-76-0116; ONR-N00014-75-C-0533

Note-37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comprehension; *Computational Linguistics; *Computer Programs; *Computers; Discourse Analysis; *Language Processing; Models; Program Descriptions; Program Development; *Programing Languages; Reading Research

A computer natural language system called HWIM (Hear What I Mean) is described in this report. Noting that the system accepts either typed or spoken inputs and produces both typed and spoken responses, the report proposes HWIM as an example of a relatively complete language system illustrating how the many components of language processing interact. The report focuses on HWIM's discourse processing capabilities and on the integration of diverse types of knowledge for the purpose of comprehending and producing natural language. (FL)

ED215379 CS503799

Goss, Blaine

Listening to Language: An Information Processing Perspective.

Pub Date Apr 82

Note-14p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Hot Springs, AR, April 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; *Communication (Thought Transfer); Communication Research; *Concept Formation; Language Processing; Learning Processes; *Listening Comprehension; Listening Skills; *Models; *Research Needs; Research Problems

Identifiers-*Listening Strategies

Listening is a crucial element in the communication process. To date, however, research efforts have been unsuccessful in identifying the proper role that listening should play in the building of communication theory. To be a legitimate part of the communication process, listening must be placed in a conceptual framework similar to those found in the human information processing literature. Such a framework divides auditory perception and message comprehension (listening) into three parts: signal processing, literal processing, and reflective processing. Signal processing in human listening begins the language processing task, in which listeners engage their language competence to understand the phonetic, syntactic and semantic characteristics of the message. This process is brought to fruition during the next two phases of comprehension. During literal processing the listener is attempting to understand the basic meaning of the utterance while during reflective processing the listener thinks about the message, makes more extensive inferences, and evaluates and judges the speaker and the message. The way these components are activated is a function of the listening strategies employed. There is no one fixed listening strategy because listening is primarily a problem solving task ("What does the speaker mean?") Future research needs to focus on the three phases of the human information processing model and on the kinds of listening strategies that people naturally employ. (HOD)

ED215400 EA014500

McGhehey, M. A., Ed.

School Law in Changing Times.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 82
Note-256p.; For individual chapters. see EA 014 501-521.
Available from-National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, KS 66606 ($14.95 prepaid).

Document Not Available from EDRS.

Descriptors-Academic Freedom; Arbitration; Athletics; Bilingual Education; Black Dialects; Board of Education Policy; Censorship; Collective Bargaining; Compulsory Education; Copyrights; *Court Litigation; Creationism; Disabilities; Discipline Policy; Due Process; *Educational Legislation; Elementary Secondary Education; Evolution; Federal Regulation; Grades (Scholastic); Higher Education; Legal Education; Personnel Selection; Reduction in Force; Salary Wage Differentials; School Desegregation; *School Law; Sex Discrimination; State Church Separation; Student Rights; Tax Credits; Teacher Dismissal; Tuition

Identifiers-Arbitration Awards; Burden of Proof; Comparable Worth; Education for All Handicapped Children Act; Equal Time Doctrine; First Amendment; Fourteenth Amendment; Home Schooling; Supreme Court; Title IX Education Amendments 1972

This twenty-one chapter book deals with important, timely topics in school law. Topics include home instruction in place of public school attendance; judicial review of labor arbitration awards; procedures for nonrenewal of nontenured teachers that avoid constitutional problems; discipline by grade reduction and grade denial based on attendance; emerging and reemerging issues in church-state relations; and evolution and creationism. Also covered are school board censorship of library books and curriculum materials; the comparable worth concept for narrowing the earnings gap between men and women; resegregation and black English; judicial, legislative, and administrative trends concerning bilingual education; and law-related education. The book looks at the legal aspects of reduction in force; the debate over which areas are regulated by Title IX, especially the questions of athletics and employment; collective negotiation and the First Amendment; cases pending before the Supreme Court; and copyright laws affecting education. Final chapters deal with developments in fiscal equalization of state school support programs; an update of the burden of proof issue in applying the First and Fourteenth Amendments; discipline under the Education for All Handicapped Act; and the case against tuition tax credits. (Author/JM)

ED215420 EA014520

Bowen, John W.

Handicapped Litigation: A Review of Significant Decisions.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-13p.; Chapter 20 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-*Court Litigation; *Disabilities; Discipline; Elementary Secondary Education; Equal Education; Expulsion; Federal Aid; Federal Regulation; *Mainstreaming; Residential Programs

Identifiers-Education for All Handicapped Children Act; *Education of the Handicapped Act 1970

Since 1979 many courts have handed down rulings in favor of handicapped children under the Education of the Handicapped Act. This twentieth chapter in a book on school law summarizes these cases. In "Kruelle v. Biggs," the court ruled that a school district must provide residential placement free of charge if such placement is necessary for the child to learn. In "Springdale School District v. Grace," the Federal District Court, however, found that a district cannot force residential placement on a student if the parents object, even if such placement offers the best education available. In this case, the court applied the "Rowley" formula, holding that each handicapped child must be given an opportunity to achieve full potential commensurate with the opportunity provided to other children. In decisions that have favored school districts, the courts have ruled that the Education of the Handicapped Act usually does not provide money damages nor are plaintiffs entitled to attorneys' fees. In a case that may have implications for the handicapped, the Supreme Court held that Congress's power to regulate recipients when disbursing federal money rests on Congress's ensuring that recipients explicitly understand the precise terms they are agreeing to with acceptance of that money. Typical of such terms not fully understood when federal money was accepted are those defined by the litigation in "S-1 v. Turlington." The ruling in this case was that in a school district accepting federal funds, a handicapped child cannot be expelled. (Author/JM)

ED215463 EC142122

Weber, Sylvia E.

Educational Programs for the Gifted and Talented: Survey.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date Oct 81

Note-48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Delivery Systems; Educational Objectives; Elementary Secondary Education; *Foreign Countries; *Gifted; School Districts; Surveys

Identifiers-*Alberta

To investigate educational programs for gifted and talented students in Alberta, Canada, a survey of 106 school boards was conducted. Analysis of the responses are offered for each of 21 survey questions and are compared with responses from the Canadian Education Association survey of 586 Canadian school boards. Among findings are that independent study rated as the most popular program type in Canada while Alberta preferred the special education part time classes, that educators in both surveys indicated that high performance was the most important criterion, and that Alberta tends to begin its program for gifted and talented students earlier than the rest of Canada. Appended are the goals of basic education for Alberta, a sample survey form, and tables with statistical data. (SB)

ED215556 FL012693

DeFaveri, Romayne

Curriculum Guide: ESL Instruction for Indochinese Refugees.

Spring Inst. for International Studies, Denver, CO.
Pub Date 81
Note-91p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Acculturation; *Cultural Awareness; *English (Second Language); *Indochinese; Instructional Materials; Job Skills; Listening Comprehension; *Literacy; Pronunciation Instruction; Reading Instruction; *Refugees; *Speech Skills; Teaching Methods; Writing Instruction

This guide provides a basic framework that may be implemented in any English as a second language (ESL) program comprised of the following levels: entry pre-literate, entry literate, basic, and intermediate. The program may be implemented in sessions of 5 hours or 3 hours per day of ESL instruction. The modules of instruction are: (1) oral communications, which includes aural/oral aspects such as listening, pronunciation, and speaking; (2) literacy, which includes reading and writing exercises and practice, and (3) living/job skills, which provide the principle context for the overall goals of the program--self-sufficiency, job-readiness, and cultural competence. In this class, free conversation is stressed so students may feel comfortable expressing opinions, discussing problems, and asking questions while learning listening skills. The guide presents a general description of the basic competency objectives of the curriculum including a breakdown of the skills and subskills encompassed within each. Also presented is a brief summary of the specific objectives for various skill areas at various levels, including some activities and techniques that can be used to realize the objectives. Lastly, a list of suggested instructional materials presented according to skill area is included. (JK)

ED215595 HE014813

University Benefits Survey, Part I (All Benefits Excluding Pensions).

University of Western Ontario, London.

Spons Agency-Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.
Report No-COU-81-10; ISBN-0-88799-148-3
Pub Date 1 Nov 81
Note-54p.
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Faculty; *Fringe Benefits; Health Insurance; Higher Education; *Insurance; Leaves of Absence; Program Administration; Retirement Benefits; *Sabbatical Leaves; School Personnel; *Teacher Employment Benefits
Identifiers-*Ontario

The results of a survey of benefits, excluding pensions, for 17 Ontario, Canada, universities are presented. Information is provided on the following areas: whether the university self-administers insurance plans, communication of benefits, proposed changes in benefits, provision of life and dismemberment insurance, maternity leave policy, Ontario health insurance, supplementary health insurance, long-term disability, sick leave entitlement, sick leave benefits continuance, long-term disability benefits continuance, life insurance, survivor benefits, dental plans, postretirement benefits, vacation entitlement, sabbatical leave policies, housing loan (mortgage) policies, free tuition policies, parking policies, and access to athletic facilities. The following universities are covered: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED215076 CE031022

Long, David C.; And Others

An Analysis of the Fiscal and Equity Provisions of the VEA. Volume 1. Part I: Introduction. Part II: Summary of Major Findings and Conclusions.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.; Long and Silverstein, P.C., Washington, DC.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Nov 81

Contract No-400-79-0033

Note-79p.; For related documents see CE 031 023-024.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Access to Education; Civil Rights; *Compliance (Legal); *Equal Education; *Federal Legislation; Federal Regulation; *Financial Policy; Postsecondary Education; *Program Administration; Public Policy; Secondary Education; Sex Fairness; *Vocational Education

Identifiers-*Vocational Education Act 1963; Vocational Education Amendments 1976

In accordance with provisions of the Vocational Education Amendments of 1976, a study was conducted to analyze and make recommendations for improving the fiscal, equity, incentive, and sanction provisions of the federal vocational education legal framework and the applicable civil rights laws that interact with vocational education. Two interrelated types of research were used to accomplish the project's research objectives: deductive analysis and field study, with the deductive analysis of the Vocational Education Act (VEA) and related statutes, rules, and regulations used to identify the issues to be addressed during the field study. It was found that the VEA legal framework consisted of the following--a goal "to assist states in ensuring that all persons in all communities have ready access to vocational training or retraining which is of high quality, which is realistic in light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training" and five major objectives; three parts, encompassing state vocational education programs (general provisions, basic grants, program improvement and supportive services, programs for the disadvantaged, and consumer and homemaking education programs); national programs, including bilingual programs and emergency assistance for remodeling vocational facilities; definitions; state administration and planning; funds distributions; and civil rights obligations. The study concluded that there are six principles which relate to the achievement of

compliance with and enforcement of the provisions of the VEA, and other laws, and that these principles are being met with varying degrees of success. (KC)

ED215253 CG015859

Biaggio, Mary Kay; And Others

Relationships among Attitudes toward Children, Women's Liberation, and Personality Characteristics.

Pub Date Aug 81

Note-7p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adoption (Ideas); Adults; *Attitude Change; *Child Rearing; College Students; *Feminism; Higher Education; *Individual Differences; *Memory; Personality Traits; Sex Differences

A 1973 study by Lott posed some serious questions about attitudes toward children, the quality of childhood experiences with parents, and the extent of agreement with the women's liberation movement. A replication and extension of Lott's research was conducted to assess the current attitudes of 76 college students and 63 community residents toward child-rearing, recalled childhood experiences, views of women's liberation, and personality characteristics. Some of the results replicated earlier findings, including that individuals with highly positive attitudes toward child-rearing considered it a more creative and socially valuable activity, and anti-liberation women expressed greater personal interest in child-rearing than pro-liberation women. The failure to replicate other results suggests that attitudes have changed, with views of the sexes converging in some instances and some women's liberation tenets gaining broader acceptance. Although analysis of personality differences between pro- and anti-liberation subjects reveals some differences, implications for suitability for parenthood are unclear. (Author/NRB)

ED215273 CG016006

Beck, John; And Others

[White House Conference on Aging, 1981. Health Services. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Report No-TCES-10; TCR-10
Pub Date 81
Note-69p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Aging (Individuals); Allied Health Occupations; Diseases; Health Needs; *Health Services; *Mental Health; Minority Groups; *Older Adults; *Prevention; *Public Policy; Quality of Life
Identifiers-*Medicare; *White House Conference on Aging

The first section of this Technical Committee Report provides a brief summary of the major health problems of the elderly. Problems are categorized under the general headings of health maintenance, chronic illness, mental illness, multiple impairments, demographic characteristics, manpower (geriatric medicine, nursing, and other health professions), prevention, death, Medicare, and minorities. Supporting discussions are included for each category as well as references to more extensive information. The second part of this report recommends changes in policies and programs to better address the health care needs of the aged. The eight recommendations listed in this section, predicated on the conviction that a national health policy for the elderly should focus on the quality of life and emphasize maximum functional independence, are categorized in terms of: (1) useful work; (2) primary care; (3) allied health professionals; (4) Medicare reforms; (5) long-term care coordinating service; (6) humane terminal care; (7) professional training in geriatrics and gerontology; and (8) research in geriatrics and gerontology. An executive summary of this report is also included. (NRB)

ED215510 EC142170

Rules for the Education of Handicapped Children.

Ohio State Dept. of Education, Columbus. Div. of Special Education.
Spons Agency-Department of Education, Washington, DC.
Pub Date [82]
Note-115p.
Available from-Ohio Department of Education, Division of Special Education, 933 High St., Worthington, OH 43085-4087 (no price quoted).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Ancillary School Services; Definitions; *Disabilities; Due Process; Elementary Secondary Education; *Financial Support; Handicap Identification; Individualized Education Programs; School Policy; *Special Education; State Programs; Student Evaluation; Student Placement; Therapy; Transportation
Identifiers-*Ohio

The regulations cover Ohio's provision for the education of handicapped children. Nine major topics are addressed (sample subtopics in parentheses): definitions (handicapping conditions as well as "consent," "special education," and "notice" or "notification"); procedural safeguards (identification, confidentiality, multifactored evaluation, due process hearings); continuum of program options (supplemental services, individual/small group instruction); special education programs (specific programs for seven categories of handicaps); related services (adapted physical education, occupational and physical therapy, work-study services); funding for special education and related services (general and specific reimbursement regulations for services); transportation of handicapped children; transportation of educable mentally retarded children; and standards for admission, transfer, suspension, and expulsion at the Ohio State School for the Blind and the Ohio School for the Deaf. (CL)

ED215534 EC142194

Long, Sandra; And Others

Capable Reader Program: Language Arts. Volume II. Objectives for Units B2 through B4. Bulletin No. 335.

Beloit Public Schools, Wisc.

Pub Date Aug 81

Note-257p.; Parts are marginal and may not reproduce well. For related documents, see EC 142 192-199.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Academically Gifted; *Critical Reading; Curriculum Guides; Elementary Education; *Language Arts; *Learning Activities; Student Educational Objectives

Part of a curriculum series for academically gifted elementary students in the area of reading, the document presents objectives and activities for language arts instruction. There are three major objectives: (1) recognizing persuasive use of words, vague and imprecise words, multiple meanings conveyed by a single word, and propaganda techniques; (2) evaluating material by verifying information, finding contradictions, and making comparisons of sources to support a point of view; and (3) generalizing as to the author's purpose and form of writing and thinking, such as fact, fiction, or opinion, inductive and deductive reasoning, and supportive statements. Provided for each objective are activity suggestions, worksheets, and reference materials. (DB)

ED215578 FL012878

A Guide to Curriculum Development in Foreign Languages.
Connecticut State Board of Education, Hartford.; Connecticut State Dept. of Education, Hartford. Bureau of Curriculum and Staff Development.
Pub Date 81
Note-76p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Development; Educational Objectives; Elementary Secondary Education; Fles; Immersion Programs; *Modern Language Curriculum; Needs Assessment; Program Development; *Second Language Instruction; *State Curriculum Guides; Teaching Methods; Testing
Identifiers-Connecticut

This guide attempts to help local planners develop and implement curricula which will provide each student in Connecticut with equal opportunity for a suitable program in foreign language instruction. With a focus on K-12 programs, the guide provides an overview of current philosophies, objectives, methods, and materials in the foreign language field. Factors in the curriculum development process are considered in six sections as follows: (1) the context, human resources, organizational and time factors, and the composition of a FL guide; (2) how to develop a local curriculum guide, including samples of statements of philosophy, goals and objectives, and articulation between different educational levels; (3) an overview and summary of methods, approaches, and resources; (4) designing an evaluation plan, with a detailed table illustrating how one school district designed strategies and techniques to meet specifically stated objectives, subgoals, and the overall program goal; (5) a discussion of the needs of five categories of special students--adults, disadvantaged, gifted and talented, limited English-proficient, and preschool; and (6) a concluding statement on the challenge of change in foreign language education. Appendixes include statewide goals, legislation, a sample culture questionnaire, resources for foreign language education, and regional service centers. (AMH)

ED215612 HE014964

Industry/University Cooperative Programs. Proceedings of a Workshop Held in Conjunction with the Annual Meeting of the Council of Graduate Schools in the United States (20th, Las Vegas, Nevada, December 2, 1980).

Council of Graduate Schools in the U.S., Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date [81]
Note-127p.
Available from-Council of Graduate Schools in the United States, One Dupont Circle, Suite 430, Washington, DC 20036 ($8.00).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Animal Husbandry; Biological Sciences; *College Programs; Computer Science; *Cooperative Education; Engineering; Financial Support; Higher Education; Industry; Masters Programs; Physical Sciences; Program Descriptions; Program Development; *Research Projects; *School Business Relationship; *Technology Transfer
Identifiers-Case Western Reserve University OH; International Business Machines; Iowa State University; Massachusetts Institute of Technology; New Mexico State University; Pennsylvania State University; Philadelphia Association for Clinical Trials; Rockwell International Corporation; University of Delaware

Proceedings of a 1980 workshop on industry/university cooperative programs are presented. Program presentations and authors include: "On Industry/Academia Relations" (T. Baron); "The MIT Liaison Program" (J. D. Bruce); "An Industrial Perspective of Academic Programs" (R. Fuller); "University/Industry Interactions through 'Centers'" (R. L. McCullough); "Industry/Academia Interaction in Polymer Science and Engineering at IBM" (J. Economy); "Observations on Industry/University Interactions in Animal Health Research" (D. C. Farrington); "Industry/Academic Interaction in Polymer Science and Engineering at Case Western Reserve University" (J. Lando); "Industry/Academia Interaction in Materials Science and Engineering at Rockwell International" (P. Cannon); "University/Industry Coupling: Philosophical Underpinnings and Empirical Leanings" (R. Roy); "Master's Degree Program in Computer Science Under Contract to a Large Electronics Firm" (W. H. Matchett); and "Philadelphia Association for Clinical Trials: Review and Prospects" (J. Schrogie). In addition, introductory remarks are presented by James C. Seferis, Michael Pelczar, Fred Betz, and Paul V. Tebo. The introductory remarks focus on the incentives and problems that may be anticipated in initiating and participating in industry/university cooperative programs. The majority of speakers and participants emphasized that in order to foster cooperative activity in research and education, it is necessary to institutionalize short-term and long-term communications between university and industrial personnel. (SW)

ED215094 CE031698

Competency-Based Curriculum in Communications. General Industrial Arts.
Tennessee State Dept. of Education, Nashville. Div. of
Vocational-Technical Education.
Pub Date [80]
Note-838p.
EDRS Price - MF05/PC34 Plus Postage.
Descriptors-Architecture; Behavioral Objectives; Civil Engineering; *Communications; Competence; *Competency Based Education; *Drafting; Electrical Appliances; Electrical Occupations; Electricity; Electronic Equipment; *Electronics; Engineers; *Graphic Arts; Guidelines; Industrial Arts; Instructional Materials; Job Skills; Learning Activities; Mechanical Design Technicians; Models; Occupational Information; Photographic Equipment; *Photography; Printing; Radio; Safety; Secondary Education; Teacher Developed Materials; Telecommunications; Television; Vocational Education

Designed and written for industrial arts instructors and students, this teacher-developed curriculum offers both a model for instructors and practical guidelines for classroom activities that explore the field of communications. Various aspects of course design and delivery are covered in the introductory section, including course goals and objectives, student outcomes, curriculum format, instructor guidelines for organizing and composing student modules, a bibliography, and achievement forms. The remaining units deal with the following topics: electricity/electronics (radio, telegraph, telephone, television); drafting (architecture, mechanical engineering, industrial engineering, civil engineering); photography (camera and lens, picture making with automatic cameras, camera construction and operation, types of black and white film, developing black and white film, making prints from negatives, photographic filters, photographic papers, making enlargements); graphic arts (block printing, rubber stamp construction, hot stamping, lithography/offset printing, silk-screen printing, posters, general safety). Each unit contains the following: unit objectives, performance objectives, content outlines, teacher activities, student activities, references, resources, information sheets, transparency masters, and tests and test answers. Also covered in each unit are occupations associated with the given area of communications. (MN)

ED215112 CE031794

Smith, Robert H.

Evaluation Study of the Automotive Engineering Pre-Apprenticeship Course. Research Report.

New South Wales Dept. of Technical and Further Education, Sydney (Australia).
Report No-ISBN-7240-3782-9
Pub Date Dec 81
Note-103p.
Available from-New South Wales Department of Technical and Further Education, 323 Castlereagh St., Sydney, NSW, Australia 2000 (no charge).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Apprenticeships; *Auto Mechanics; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *Technical Institutes; Two Year Colleges; Vocational Education
Identifiers-*Australia (New South Wales); *Preapprenticeship Programs

An evaluation of the automotive engineering pre-apprenticeship course, as found in technical colleges in New South Wales, Australia, was conducted to gather information from pre-apprentice and day-release students concerning student background factors, teaching processes within the course, outcomes of attendance in the course, and course effectiveness. A sample of 73 pre-apprentice students and 60 day-release students at five colleges were administered questionnaires and tests of mechanical aptitude and learning achievement. It was found that a high proportion of the pre-apprentice sample had obtained employment by September of the year following the completion of the pre-apprenticeship course, the majority as automotive mechanics; therefore, this employment rate may well be an indicator of course effectiveness. When compared with the day-release sample, the pre-apprentice students were more satisfied with their course, particularly as regards teaching methods and working conditions at the college. Most of the pre-apprentice students saw their course as relevant and interesting, and as having met their job aspirations. The day-release students, however, were critical of the teaching of skills for their present jobs. Neither the pre-apprentice sample nor the day-release sample made a significant gain in self-confidence; it was concluded that more emphasis should be given to teaching this objective, since the pre-apprentice students said they would like greater emphasis on this topic. The overall conclusion of the study was that many of the pre-apprentice students had benefited by their attendance in the course--a large portion had obtained jobs in their field. (KC)

ED215160 CE031919

Crandall, Jo Ann

Equity from the Bilingual Education Specialist's Perspective. Research and Development Series No. 214D.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-21p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214D, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education; Admission Criteria; *Adult Vocational Education; Bilingual Education; *Curriculum; Educational Opportunities; *English (Second Language); *Equal Education; *Equal Opportunities (Jobs); Institutional Characteristics; Labor Market; *Models; Non English Speaking; On the Job Training; Personality Traits; Social Influences; Teaching Methods; Vocational Education

Identifiers-*Limited English Speaking

Limited English proficiency creates barriers to both education and employment for approximately 28 million people in the United States. They face societal, institutional, and personal barriers to equitable employment. The American job market and employer expectations may be confusing, and the concept of lifelong learning is foreign to them. Barriers presented by educational and employment institutions to the limited English proficient (LEP) adult include standardized entrance examinations, diploma requirements, and employment performance tests.

Adults also fear loss or rejection of their culture, ethnicity, and identity when they speak a second language. Four English as a Second Language (ESL) curriculum models integrate vocational and English language skills and provide special assistance to LEP students: prevocational ESL classes, vocational ESL, bilingual vocational training, and on-the-job training with vocational ESL support. Vocational instructors can help LEP students by allowing culturally diverse students to learn in diverse ways, using demonstrations or audiovisual aids and relying less on lectures, and using bilingual assistants. Research and development is needed in the areas of the elements of English needed to be taught and their order, strategies to reduce language demands of LEP jobs, and identification of successful program materials and instructional strategies. (YLB)

ED215358 CS206847

Metzger, Elizabeth

Do as I Say and (Not?) as I Do or How Teachers of Writing Write.

Pub Date Mar 82

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty; Comparative Analysis; Higher Education; Secondary Education; Secondary School Teachers; Student Motivation; Student Teacher Relationship; *Teacher Behavior; Teacher Role; Writing (Composition); *Writing Instruction; *Writing Processes; *Writing Research

An informal survey was conducted of high school and college English teachers to examine whether they taught writing the way they actually wrote or by some other method. In response to a question about the piece of writing each teacher regarded as his or her best, all considered the best pieces to be undergraduate or graduate school assignments, motivated by forces other than the self. Most said that they worked under the pressure of deadlines, but unlike students were better predictors of how much time they needed to complete a task and were better managers of that time. This finding suggests that giving students controlled, well-paced, sequenced deadlines is a legitimate and fair method for getting them started and keeping them going. The survey revealed that many teachers did not write with ease and that some disliked writing. Such a confession to students might be very motivating. Finally, most teachers who answered the survey indicated that the circumstances in which they wrote were usually very confused and often involved a great deal of procrastination. It may be a source of amusement and, subsequently, inspiration to students to learn that English teachers, though organized and efficient in the classroom, sometimes generate mass confusion while writing in the seclusion of their own homes. (HTH)

ED215485 EC142144

Waldstein, Arnold, Ed.; Pelz, Ruth, Ed.

A Framework for Statewide Planning.

National Association of State Directors of Special Education, Washington, D.C.; North Carolina Univ., Chapel Hill. Technical Assistance Development System.; Western States Technical Assistance Resource, Monmouth, Oreg.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.

Pub Date 82

Contract No-300-80-0753

Note-26p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; *Program Development; *Special Education; State Programs; *Statewide Planning

The booklet examines issues involved in state planning for special education. Three phases are identified, and steps are listed for each phase. The first, preplanning, includes steps to identify issues, analyze issues, identify constraints and resources for planning, secure administrative commitment, and identify participants. Plan development, the second phase, is described in terms of steps to develop purpose statement; conduct needs assessment; arrive at issues consensus; develop priorities; formulate goals and objectives; develop alternative strategies; analyze and select implementation strategies; specify tasks, responsibilities, and timeliness; develop plan for evaluation; and assure administrative and public support. Implementation, phase three, involves procedures to disseminate information, evaluate and report, analyze feedback and revise. Communication, collection of information, and group dynamics are explained to be influential factors at each stage. (CL)

ED215127 CE031815

Appleby, Judith A.

Selecting and Preparing Instructional Materials. Vocational Education Curriculum Specialist, Module 11.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-61p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Ability; Administrator Education; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; Educational Administration; *Educational Resources; *Evaluation Criteria; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Management Development; *Material Development; *Media Selection; Postsecondary Education; Program Administration; Secondary Education; Student Interests; Tests; *Vocational Education

Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

One of five modules in the curriculum development series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section discusses sources of instructional materials for use by vocational teachers. Focus of section 2 is judging quality of instructional materials for a variety of vocational student interests and abilities. Opportunity is provided for using typical evaluation and selection criteria, readability formulas, style manuals, and assessment instruments. The third section explains development of instructional materials that meet acceptable standards of production. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215177 CE031990

Crane, Marjory Boyer; Fenton, Mary

Resource Guide for "The Dream's Not Enough: Portraits of Successful Women with Disabilities." Information Sources for Disabled Women Interested in Nontraditional Professional Careers.

Institute for Information Studies, Falls Church, Va.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Report No-ISBN-0-935294-14-7

Pub Date 81

Note-41p.; For a related document see CE 031 991.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; Annotated Bibliographies; *Career Choice; Career Guidance; Career Planning; Decision Making; *Disabilities; Documentaries; Educational Resources; *Females; *Information Sources; Instructional Films; *Nontraditional Occupations; Occupational Aspiration; Organizations (Groups); Resources; Role Models; *Vocational Rehabilitation; Work Attitudes

Identifiers-*Dreams Not Enough (The)

Intended for disabled women, this booklet accompanies the film "The Dream's Not Enough: Portraits of Successful Women with Disabilities." The film depicts some of the careers and satisfying lifestyles achieved by women with disabilities. The booklet includes details about the range of services and information available to help the handicapped woman decide on a rewarding career and get the needed education to pursue it. Topics covered in the guide are the following: (1) a detailed look at the lives of the women featured in the film, describing the barriers they faced and how they overcame them; (2) how to select a satisfying career; (3) traditional and nontraditional careers and reasons for selecting nontraditional careers; (4) lists of groups that offer career planning resources, with an outline of their services and information; and (5) a list of books and booklets containing information on working in nontraditional fields. A user form for evaluating the film completes the guide. (KC)

ED215196 CE032036

Schwartz, Terry Ann; And Others

An Inquiry into Relationships Between Human Services Agencies: Danville (VA). Research Report 81-107.

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date Dec 81

Note-140p.

Available from-University of Virginia, Community Education, 216 Ruffner Hall, 405 Emmet St., Charlottesville, VA 22903 ($3.00; 25% off for 10-24 copies, 40% off for 25 or more copies).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agency Cooperation; *Community Attitudes; Community Education; *Coordination; *Human Services; Literature Reviews; Social Agencies

A systematic investigation was conducted into the nature of interagency cooperative relationships to identify characteristics, factors, and components. Through a review of the literature, terms were defined, and incentives and benefits, facilitators, and barriers were identified. A naturalistic approach to inquiry was used to study the interagency relationship between the Department of Parks and Recreation and the Danville (Virginia) Public Schools. Data collection techniques were interviews with individuals and groups; observations of interagency programs, staff meetings, meetings between key staff and others; document analysis; and "shadowing" of key staff. Findings are reported and discussed in the final two sections of the report. The first of the two sections presents (1) information about the city of Danville and its community services; (2) data gathered for the study, including staff roles and attitudes, relative influence of each organization, costs and benefits of the interagency relationship; and (3) "A Day in the Life of...", a description of the community education coordinator. The final section first compares findings with the general review of the literature on interagency relationships. Each category summarized in the literature review is contrasted and compared with the findings in Danville. Responses are then provided to the five research questions that served as framework for the study. (YLB)

ED215233 CE032240

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 6: Consumer and Homemaking Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, First Session on H.R. 66 (November 12-13, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor

Pub Date 82

Note-268p.; Not available in paper copy due to small print. For related documents see ED 204 590-591, ED 262 826, ED 213 971-972, and CE 032 152.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Consumer Education; Educational Legislation; Federal Aid; *Federal Legislation; Hearings; *Home Economics; Postsecondary Education; Secondary Education; *Vocational Education

Identifiers-Reauthorization Legislation; *Vocational Education Act 1963; *Vocational Education Amendments 1976

This is a report of hearings on November 12 and 13, 1981, before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, to extend the authorization of appropriations under the Vocational Education Act of 1963. The focus is consumer and homemaking education programs under part A, subpart 5, which authorizes funds to States on a formula basis for educational programs and ancillary services in consumer and homemaking education. (Subpart 5 delineates some specific areas to be addressed and requires States to use at least one-third of their Federal funds for programs for persons in economically depressed areas or areas with high unemployment.) Testimony includes statements and prepared statements, letters, supplemental material, etc., from 29 individuals representing Mississippi State Department of Education, Vocational Division; National Commission for Employment Policy; American Vocational Association; Home Economics Education Association; Urban Systems Research and Engineering, Inc.; Coalition for Consumer Education; United States Department of Education; Office of State Superintendent of Public Instruction, Washington; Rhode Island School of Design; American Vocational Association for Home Economics; Urban Institute; Future Homemakers of America; American Home Economics Association; National Association of Vocational Home Economics Teachers; Coalition for Professional Organizations Concerned with Vocational Home Economics Education; and Ohio Department of Education. (YLB)

ED215293 CS006560

Blair, Timothy R.

The Relationship between Reading Methods Courses and Student Teaching.

Pub Date Feb 82

Note-12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 1982). Not available in paper copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Environment; Field Experience Programs; Higher Education; *Knowledge Level; *Preservice Teacher Education; Program Content; *Reading Instruction; *Reading Research; *Student Teaching; *Teacher Education Curriculum; Teacher Effectiveness; Teaching Methods

The purpose of this study was to compare the performances of undergraduates on a knowledge test of reading (before and after student teaching) with the amount of effort committed to reading instruction by their respective supervisory teachers. The Artley-Hardin "Inventory of Teacher Knowledge of Reading" was administered to three classes of senior education majors following their eight-week reading methods course and again following their eight weeks of student teaching. Supervisory teachers were rated on the "Teacher Effort Scale in Reading." Results of the knowledge test showed no significant differences between student teachers with supervisory teachers rated high in teacher effort and those with supervisory teachers rated low in teacher effort. The results raised questions about the accepted intent of student teaching and the perfunctory treatment given the whole area of classroom organization and management in preservice training. If, as the results suggest, student teaching does not make a significant contribution to prospective teachers' knowledge of reading, the current emphasis on extensive field experience would seem to be of benefit only if systematic training and practice is given to student teachers in various management techniques. (RL)

Au, Kathryn Hu-pei; Mason, Jana M.

A Microethnographic Approach to the Study of Classroom Reading Instruction: Rationale and Procedures.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-CSR-TR-237
Pub Date Mar 82
Contract No-400-76-0116
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Environment; Classroom Research; Elementary Education; Ethnography; Low Achievement; *Reading Achievement; *Reading Instruction; *Reading Research; Reading Teachers; Research Methodology; *Student Teacher Relationship; *Teacher Behavior; Teacher Education; Teaching Methods; Teaching Skills; *Videotape Recordings

This paper details how classroom reading instruction can be studied by using microethnographic techniques, wherein classroom events are videotaped and then carefully analyzed to determine their social organizational features. A short introduction to the use of microethnographic methods is presented, followed by an analysis of a lesson taught by a white teacher to a group of black students, which offers a step-by-step illustration of how patterns of teacher-pupil interaction in a reading lesson can be identified. It is suggested that the analysis of participation structures used to instruct students provides a means of relating data on classroom lessons to achievement and offers particular promise for the study of instruction in classrooms with low achieving students. (RL)

ED215336 CS006653

Yatvin, Joanne

Tradebooks or Basals? Two Programs Measured Against the Standard of What a Reading Program Should Be.

Pub Date [80]

Note-63p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Basal Reading; Comparative Analysis; Elementary Education; Program Content; *Program Effectiveness; *Program Evaluation; *Reading Instruction; Reading Materials; *Reading Programs; *Teacher Role; Teaching Methods

Identifiers-*Trade Books

Following a discussion of the characteristics of an ideal reading program, this paper presents a comparative analysis of two reading programs--one a teacher-created tradebook program and one a commercially prepared basal reader program--and measures them against the ideal. The paper analyzes the programs in terms of the following characteristics: (1) the availability of materials of sufficient variety, style, difficulty, and quality; (2) purpose; (3) continuity; (4) instruction; (5) student practice in reading; (6) evaluation procedures; (7) remediation techniques and materials; and (8) motivation techniques. The paper concludes that both programs were complete and responsible, and that the commercial program, while being strong in continuity and evaluation, was weak in purpose, instruction, and the depth and quality of materials, reading practice, remediation, and motivation. The teacher-created program is revealed in the paper to be strong in the areas of purpose, instruction, practice, remediation, and motivation, but weak in continuity and evaluation. (FL)

ED215440 EA014587

Wayson, William W.; And Others

Handbook for Developing Schools with Good Discipline.

Phi Delta Kappa, Bloomington, Ind.
Report No-ISBN-0-87367-778-1
Pub Date 82
Note-108p.; For a related document, see EA 014 586. Prepared by the Commission on Discipline.
Available from-Publications Division, Phi Delta Kappa, Box 789, Bloomington, IN 47402 ($3.50).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Demonstration Programs; *Discipline; Discipline Policy; Educational Objectives; Elementary Secondary Education; Guidelines; Institutional Characteristics; National Surveys; Program Implementation; Rating Scales; School Policy

Using the results of a national survey of over 500 schools identified as having good discipline, this handbook presents guidelines for improving school discipline. An introductory chapter offers an overview of the survey project. In the second chapter, the authors list 13 characteristics identified in the survey that are common to schools with good discipline, along with examples of survey responses. The 13 characteristics relate to the role of the principal, conventional school activities, school environment, orientation to students, causes of discipline problems, school ties to parent and community, and staff enthusiasm. Drawing further on the survey results, the third chapter summarizes 100 activities for improving school discipline, organized around eight goals: improving problem-solving, reducing status and authority differences, increasing students' sense of belonging, promoting self-discipline, reaching more students, strengthening school-home interactions, and improving school organization and facilities. Chapter 4 provides a 110-item rating scale, the "discipline context inventory," to help schools identify ways to better their discipline practices. In the final chapter, the authors formulate eight principles for school improvement and outline a step-by-step planning and action guide for implementing disciplinary change. (Author/RW)

ED215464 EC142123

Reese, Kenneth M., Ed.

Teaching Chemistry to Physically Handicapped Students.

American Chemical Society, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date May 81
Grant-NSF-SPI-7908737
Note-44p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accessibility (for Disabled); *Chemistry; College Students; *Hearing Impairments; Higher Education; High Schools; Information Sources; *Laboratory Procedures; Laboratory Safety; *Physical Disabilities; *Science Instruction; Teaching Methods; *Visual Impairments

The manual provides information on teaching techniques and services, materials, equipment, and publications for teaching chemistry to physically handicapped students. Section I addresses the classroom in terms of common needs, lecture/discussion techniques, and special arrangements. Section II covers the laboratory with general guidelines and guidelines for serving students with impaired mobility, impaired vision, and impaired hearing. Additional sections discuss laboratory safety and testing and evaluation. Also provided are a list of information sources and a bibliography. (SB)

ED215535 EC142195

Long, Sandra; And Others

Capable Reader Program: Language Arts. Career Education Resource Worksheets for Units A1 through B4. Bulletin No. 336.

Beloit Public Schools, Wisc.
Pub Date Aug 81
Note-165p.; Parts are marginal and may not reproduce well. For related documents, see EC 142 192-199.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Academically Gifted; *Career Education; Career Exploration; *Critical Reading; Curriculum; Grade 6; Instructional Materials; Intermediate Grades; *Learning Activities; *Reading Comprehension

Part of a curriculum series for academically gifted elementary students in the area of reading, the guide presents worksheets for a combined career education and critical reading curriculum for the sixth grade. Among the five career education objectives are the exploration of 15 career clusters and knowledge of the nine elements of career education. Reading objectives are concerned with context clues, main ideas, characterization, drawing conclusions, cause and effect, comparison and contrast, propaganda, and researching. Although the bulk of the document consists of worksheets, there are also bulletin board ideas, game ideas, study posters, and a list of related audiovisual materials. (DB)

ED215557 FL012701

Cummins, Jim

Bilingualism and Minority-Language Children. Language and Literacy Series.

Ontario Inst. for Studies in Education, Toronto.

Report No-ISBN-0-7744-0239-3

Pub Date 81

Note-54p.

Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 ($3.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingual Education; *Bilingualism; *Child Language; Children; Cultural Background; Language Maintenance; *Language Processing; Language Research; *Minority Groups; Second Language Learning

This handbook provides an introduction to research findings related to bilingualism in minority-language children, and describes the implications of these findings for issues of current concern in Canadian education. Bilingualism is defined as the production and/or comprehension of two languages by the same individual. The phrase "minority-language children" refers to children whose first language is different from the language of the wider community. The topic is discussed under five headings: (1) issues dealing with bilingual and bicultural education, providing for instruction in a variety of languages, psychological and educational ramifications, and a case study; (2) the historical perspective and the context for bilingualism and bilingual education at present in Canada and in other countries; (3) a presentation of research findings and a consideration of the patterns of bilingualism and cultural identity typically developed by minority children; (4) a review of theories related to learning two languages and a formulation of a cognitive "think tank model" for language learning; and (5) a consideration of the practical implications of the research findings for "heritage-language" teachers and minority parents who are eager to promote a high level of first language proficiency. The book concludes with a summary of what is known about bilingualism and children's development. (AMH)

ED215144 CE031901

Chase, Shirley A.

Vocational and Technical Curriculum Materials Database Feasibility Study. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington,

Pub Date Jan 82

Contract No-300-78-0032

Note-78p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agency Cooperation; Curriculum Research; Curriculum Study Centers; *Databases; Higher Education; Information Dissemination; *Information Networks; Information Retrieval; Information Services; Information Sources; Information Storage; *Information Systems; Instructional Materials; *Online Systems; *Technical Education; *Vocational Education

Identifiers-*Vocational Education Curriculum Materials Database

This project studied the feasibility of developing a computerized database of information about vocational and technical education curriculum materials. It was conducted in response to the need expressed by educators in the field for a comprehensive, centralized, computerized database of information on the availability of curriculum materials. The National Center for Research in Vocational Education Clearinghouse staff worked cooperatively with the National Network for Curriculum Coordination in Vocational and Technical Education to design and prepare the specifications for the database, enter test records, and prepare recommendations for further development. The Vocational Education Curriculum Materials (VECM) database established during the feasibility study includes information on both print and nonprint products. One hundred and fifty records were entered into the VECM during the feasibility study. Each entry includes the following information about the curriculum product: title, date, sponsoring agency, developer, subject matter classification, educational level, intended user, student target population, description of the print or nonprint material, copyright restrictions, and availability source. The database is now ready for retrieval of information by the National Center Clearinghouse and the Curriculum Coordination Centers; efforts will be made to open the database to the public during 1982-83. Also, an additional 1,500 records will be entered into the database during the next year. (KC)

ED215215 CE032141

Wallace, H. Lew; Adams, Michael

Open Forum for Senior Citizens of the Northern Kentucky Area. Project Evaluation.

Pub Date [Mar 82]

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Cooperation; Agency Role; Aging (Individuals); *College Faculty; College Role; Cooperative Planning; *Discussion Groups; *Humanities; *Older Adults; Problem Solving; Program Effectiveness; *Social Problems

Identifiers-Kentucky (North)

The humanities professors of Northern Kentucky University conducted a series of four forums to bring together representative senior citizens, community leaders, political leaders, and educators of the Northern Kentucky area for a series of discussions focusing on the question of whether public agencies fairly serve senior citizens or merely offer them charity condescendingly disguised as services. At the same time, the project tested the thesis that senior citizens do not wish to be mere recipients of special programs, but to be participants in and contributors to programs that shape and design the later years of their lives. The forums were found to be successful in forming a relationship between the professors and the senior citizens, and in gathering input from the seniors. The senior citizens seemed pleased to be asked to participate, and expressed their opinions and needs freely. In turn, the local politicians and social service agencies provided thoughtful information and sincere interest, although they cautioned that senior citizens were just one of their many concerns and that they could not find immediate solutions to the seniors' problems. They encouraged the senior citizens to organize for more effective representation and problem solving. Overall, the project appeared to have been successful in bringing the groups together, although better publicity efforts are needed to increase attendance at such meetings. It also became clear through the project that the public as a whole needs to be informed about the problems of senior citizens. Finally, the concept of using humanities professors was found to be a good one, with the professors able to participate as learners and not just experts. It was recommended that the University's involvement with senior citizens be continued and expanded. (KC)

ED215254 CG015860

Klein, Freada; Wilber, Nancy

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel.

Massachusetts State Dept. of Education, Boston. Bureau of Educational Information Services.

Spons Agency-Department of Education, Washington, D.C.

Pub Date Sep 81

Note-90p.; Prepared by the "Chapter 622" team.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrative Policy; Change Strategies; Curriculum Guides; High Schools; *Instructional Materials; *Legal Responsibility; School Personnel; *School Responsibility; *Sex Discrimination; State Departments of Education; Student Problems

Identifiers-*Massachusetts; *Sexual Harassment

This document provides curriculum materials and a guide for Massachusetts school personnel concerning the issue of sexual harassment in secondary schools. Although the entire document is useful for all school personnel, specific sections are suggested for administrators, guidance counselors, teachers, and students. Section one deals with sexual harassment in Massachusetts high schools; student reports of harassment are included and the effect of harassment on students is discussed. Other sections define sexual harassment, discuss societal norms and sexual harassment, and present legal issues such as the application of Title VII and Title IX to sexual harassment as a form of sex discrimination. A section on organizational and administrative strategies includes a case study about the implementation of a sexual harassment policy in high schools and examines training programs for teachers, counselors, and administrators. Curriculum activities and materials are presented, including 2-day and 5-day curriculum unit outlines. The final section contains an extensive list of resources. Although geographically specific, this material could serve as a guide for other school systems concerned with sexual harassment. (NRB)

ED215274 CG016007

Jacks, Margaret H.; And Others

[White House Conference on Aging, 1981. Physical & Social Environment and Quality of Life. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Report No-TCES-11; TCR-11
Pub Date 81

Note-74p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Aging (Individuals); *Crime; *Housing; Individual Needs; Individual Power; Legal Aid; *Older Adults; *Quality of Life; *Social Environment; Stress Variables; *Transportation
Identifiers-*White House Conference on Aging

This Technical Committee Report begins by citing function as the key factor in the committee's view of quality of life and by examining four elements upon which function depends, i.e., satisfaction of basic physical needs, choice, freedom from undue stress, and the lack of a direct correlation between affluence and quality of life. Key issues and recommendations to improve the quality of life of older Americans are then enumerated. The remainder of this report addresses the areas which contribute to quality of life, including: (1) housing; (2) transportation; (3) crime against the elderly; (4) legal services; (5) arts and humanities; and (6) creative use of time. Discussions for each topic focus on the present situation, key issues, and committee policy recommendations; a bibliography is also provided for each topic. As an example of the format used for each topic, the section on housing examines the number of elderly, where they live, their status as home owners or renters, poverty, health, and the family. Suggestions to meet the housing demands of the elderly consider non-metropolitan housing programs, coordination of federal programs, funding, special architectural features, displacement, and housing choice. Findings, issues, and recommendations for each topic are provided in the executive summary of this report. (NPB)

ED215380 CS503800

Busby, Linda J.

Research Questions, Methods and Theoretical Perspectives Represented in Television Content Research.

Pub Date Nov 81

Note-29p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Blacks; *Characterization; Children; Childrens Television; *Content Analysis; Females; Higher Education; News Reporting; Older Adults; Political Issues; *Programing (Broadcast); *Research Methodology; Sex Role; *Television Research; Violence

The bibliography on analyses of television programing provided in this paper indicates the types of content analyses that have been conducted on television programing over much of the last 30 years. Compiled after a review of relevant books and the back issues of "Journal of Communication," "Journal of Broadcasting," and "Journalism Quarterly," the bibliography is subdivided into various research areas to identify easily not only the research areas but also the quantity of research in each area. Categories include (1) content study, (2) television, (3) black images on television, (4) children's television programing, (5) news content, (6) old age on television, (7) political content, (8) sex role content analyses, (9) soap operas, (10) violence on television, and (11) miscellaneous. The studies have been cross-referenced across categories where applicable. An essay preceding the bibliography focuses on the methodology and theoretical perspectives underlying content analyses of television programing. (RL)

ED215401 EA014501

Nolte, M. Chester

Home Instruction in Lieu of Public School Attendance.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-15p.; Chapter 1 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-*Compulsory Education; *Court Litigation; Due Process; Elementary Secondary Education; Instruction; *Out of School Youth; Parent Grievances; *Parent Responsibility; State Courts; State Legislation; Student Rights

Identifiers-*Home Schooling; *Parent Rights

The controversy over whether parents should have the right to determine in detail the type and scope of their children's education harks back to colonial times and has been manifested more recently in court cases considering home instruction in lieu of public school attendance. This first chapter of a book on school law objectively examines both sides of the issue and reports the outcome of available cases on the topic of home instruction. The interests of the child have increasingly been taken into account along with those of the state (in maintaining an enlightened citizenry) and those of parents (in controlling the educational destinies of their children); thus the author organizes his discussion according to these three points of view. He warns that parental choice does not transcend personal or philosophical preference and is for this reason not within the scope of constitutional protection. On the other hand, compulsory school attendance laws are limited by the constraints of the Bill of Rights. The author concludes that the courts have been almost equally divided between the state and parents in their decisions and that they primarily try to determine the adequacy rather than the manner of a child's education. (Author/WD)

ED215421 EA014521

Shannon, Thomas A.
The Case Against Tuition Tax Credits.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 82
Note-9p.; Chapter 21 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.
Available from-Not available separately; see EA 014 500.
Document Not Available from EDRS.

Descriptors-Access to Education; Costs; *Educational Discrimination; Elementary Secondary Education; Federal Regulation; *Private School Aid; Private Schools; Program Costs; Public Education; State Church Separation; *Tax Credits; *Tuition
Identifiers-Committee Public Educ Religious Liberty v Nyquist; Sloan v Lemon

Tuition tax credits for private elementary and secondary schools would be bad law, bad economics, and bad public policy. These points are made in this twenty-first chapter of a book on school law. Legal arguments against tax credits are based on a number of court decisions concerning church-state separation, particularly the Supreme Court decision in the "Nyquist" and "Sloan" cases. These decisions held that tuition tax credits for elementary and secondary students are unconstitutional. The economic arguments against tuition tax credits are based on the estimate that such a program would cost $2.5 billion annually and that this amount would probably increase each year. Furthermore, higher income families would be those to benefit most from the bill. Arguments from the standpoint of public policy contend that tuition tax credits would undermine America's traditional system of tuition-free public schools by encouraging a shift to private schools. The government should no more provide a private school tax credit than it should a private fire protection tax credit or a private police tax credit. Under tuition tax credits, every parent would subsidize private schools although many children could be denied enrollment. Finally, required regulation of private schools would be expensive. (Author/JM)

ED215486 EC142145

Gilderman, David, Ed.; And Others

The Health Care/Education Relationship: Services for Infants with Special Needs and Their Families. Proceedings of the HCEEP Topical Workshop (March 16-18, 1981).

North Carolina Univ., Chapel Hill. Technical Assistance Development System.; Western States Technical Assistance Resource, Monmouth, Oreg.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date Dec 81
Contract No-300-80-0753
Note-120p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Disabilities; Ethics; Family Relationship; *Health Services; *Infants; *Intervention; Neonates

Thirty papers are presented from a 1981 workshop on the relationship between health care and education for infants with special needs and their families. Following a synopsis of the keynote speech, "Assessment in Early Infancy as an Intervention" by T. Berry Brazelton, three theme speeches are presented: "Building Relationships: Year 1--The Dignity of Risk" (L. Gilkerson); "Building Relationships between the Medical and Educational Communities: What Is, What Was and What Might Be" (J. E. Swanson); and "A Grassroots Approach to Institutional Change" (E. Badger). Papers are then presented on four major topics (sample subtopics are in parentheses): preterm and postterm assessment (the role of communication in infant assessment); intervention strategies for newborns and infants (high risk nurseries, program evaluation, and staff competencies); parent and family involvement (multicultural families, siblings, and theories of maternal-infant bonding); and fiscal, legal, and ethical issues (strategies for insuring the survival of infant programs). (CL)

ED215511 EC142171

Price, LaVeta Higgs, Ed.; Choate, Joyce, S., Ed.

Gifted/Talented Bits and Tidbits: A Handbook of Methods, Materials, and Ideas. Project FUSE.

Northeast Louisiana Univ., Monroe.

Spons Agency-Louisiana State Dept. of Education, Baton Rouge. Div. of Special Education.

Pub Date 82

Note-570p.; Small print in parts may reproduce poorly.

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Art; Career Education; Creativity; Elementary Secondary Education; *Gifted; Independent Study; Language Arts; *Learning Activities; Mathematics; Minicourses; Music; Physical Education; Program Descriptions; Resources; Sciences; Simulation; Social Studies; State Programs; *Teaching Methods; Values

The document contains reports, resources, illustrations, questionnaires, activities, and guidelines for teachers of gifted students. Materials are divided into 14 sections: (1) general information on gifted children, teachers of gifted/talented children, administrators, parents of gifted/talented, and sources of information; (2) national gifted/talented programs and programs in Louisiana, Michigan, Minnesota, Mississippi, Nevada, New Jersey, New York, Ohio, Rhode Island, and Texas; (3) creativity; (4) literature, poetry, and written expression; (5) other language arts; (6) mathematics; (7) science; (8) social studies; (9) art, music, and physical education; (10) independent investigations; (11) miniunits, ministudies, and minicourses in the areas of language arts, science, and social studies; (12) simulations (commercially designed and teacher designed and constructed); (13) career education; and (14) values. A list of selected references and a list of contributors complete the document. (SB)

ED215579 FL012882

Teaching ESL in a Multilevel Classroom. Adult Education Series #13. Refugee Education Guide.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date Mar 82
Grant-96-P-10002-01

Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; *Class Activities; *English (Second Language); Grouping (Instructional Purposes); Heterogeneous Grouping; Learning Activities; Literacy Education; Postsecondary Education; Refugees; Second Language Instruction; Teaching Methods
Identifiers-*Multilevel Classes

Adult refugee English as a second language (ESL) programs are often mandated to serve all who sign up for instruction, a requirement that results in multilevel classes. This guide describes and discusses this and other factors which contribute to the existence of multilevel and/or heterogeneous classes, and provides some practical approaches and techniques for dealing with them. The first section describes four factors in heterogeneous classes and indicates methods for dealing with them. The factors discussed are: open entry-open exit programs, the grouping of literate and non-literate students in the same class, wide age differences in the same class, and the mixing of different cultural groups. The second section outlines six sets of approaches, techniques, and activities and describes how and when they can be used to best advantage. The approaches discussed are: (1) ice-breakers to help decrease possible feelings of inferiority or insecurity on the part of weaker students; (2) grouping according to skill abilities; (3) using aides and volunteers effectively; (4) treating each class session as an independent unit or module; (5) organizing the classroom as a resource lab; and (6) a variety of class exercises under the headings of language experience stories, strip stories, and cloze procedure. A list of selected readings and resources for activities and games completes the guide. (AMH)

ED215596 HE014824

Survey of Undergraduate Academic Advising Services Available at the University of California, Los Angeles.

California Univ., Los Angeles. Organization of Counselors and Advisors.
Pub Date [80]
Note-108p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Advising; *Administrator Attitudes; Counselor Attitudes; Counselor Characteristics; *Counselor Role; *Faculty Advisers; Higher Education; Institutional Research; Participant Satisfaction; Professional Recognition; Questionnaires; Role Perception; School Surveys; Teacher Attitudes; *Undergraduate Students; Use Studies
Identifiers-*University of California Los Angeles

Undergraduate academic advising services available at the University of California, Los Angeles (UCLA) was studied in 1979-80. One survey was sent to 114 deans, directors, and chairs of undergraduate and graduate programs, centers, and administrative units involved in academic advising to identify faculty and staff involved in academic advising. A second survey was distributed to faculty and staff counselors and advisors, and 146 responses were obtained. A third survey was distributed to deans, directors, and chairs involved in undergraduate education to determine perceptions regarding the role of the counselor. Sixteen responses were obtained. Information is provided on the following: educational background and training of academic counselors/advisors, types of services provided by counselors/advisors, administrative responsibilities, and perceived importance of academic advising. This information is provided separately for faculty, staff, overall departmental, departmental-staff, departmental-faculty, colleges, and support units, admissions, graduate programs-professional schools, graduate programs-academic, schools of nursing and public health, and overall campus. Based on the findings it is concluded that: the current level of financial support to advisory services at UCLA is grossly inadequate; UCLA is understaffed in terms of the number of undergraduates seeking counseling compared to the number of counselors available, both in the colleges and in the departments; and a significant number of respondents indicate that they feel a lack of recognition on the part of their particular unit and of the university regarding their professional status as counselors and advisors. Additional findings and recommendations are presented, and questionnaires are appended. (SW)

ED215077 CE031023

Long, David C.; And Others

An Analysis of the Fiscal and Equity Provisions of the VEA. Volume 2. Part III: An Analysis of the Fiscal Provisions of the VEA.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.; Long and Silverstein, P.C., Washington, DC.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Nov 81

Contract No-400-79-0033

Note-420p.; For related documents see CE 031 022-024.

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Access to Education; Civil Rights; *Compliance (Legal); Equal Education; *Federal Legislation; Federal Regulation; *Federal State Relationship; *Financial Policy; Postsecondary Education; Public Policy; *Resource Allocation; Secondary Education; Sex Fairness; *Vocational Education

Identifiers-*Vocational Education Act 1963

As part of a study of the Vocational Education Act (VEA) (see note), the clarity, consistency, and adequacy of the VEA fiscal requirements were examined. Six statutory provisions were identified. Three of these provisions govern the distribution of federal VEA funds from the state to local recipients: the application approval priorities, which require that states give priority to applicants proposing new programs located in depressed areas; the two funds distribution factors which states are to use to distribute VEA funds to applicants; and the additional priorities which states in funding certain programs are to give to applicants. The other three statutory provisions, in turn, affect the distribution of non-federal funds for vocational education: the matching requirements; the requirement that states and recipients maintain their efforts with respect to the aggregate amount of VEA funds received by each: and the non-supplanting provision which requires that VEA funds be used by states and recipients so as to ensure that federal funds supplement non-federal funds. Four major issues which cause problems in regard to the federal interpretations and state implementation of these fiscal requirements were identified in the study. They are (1) whether the statutory language describing application priorities is clear and adequate; (2) whether the provision specifying two funds distributions factors to local recipients is clear enough so that Congress's goals of equalizing the availability of vocational education resources can be realized; (3) whether the legal framework gives adequate guidance with respect to priority criteria and funds allocation; and (4) whether the legal framework contains adequate standards with respect to the

interrelationship between federal VEA funds and funds from other sources used for vocational education programs. (KC)

ED215315 CS006609

Raphael, Taffy E.; Pearson, P. David

The Effect of Metacognitive Training on Children's Question-Answering Behavior.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-CSR-TR-238
Pub Date Mar 82
Contract No-400-76-0116
Note-64p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults; Elementary Education; *Learning Processes; *Metacognition; Prior Learning; *Questioning Techniques; *Reading Comprehension; Reading Instruction; *Reading Research
Identifiers-*Reading Strategies

A study assessed the effects of metacognitive training in question answering strategies on students' ability to answer postreading comprehension questions. In the first part of the study, baseline data concerning the level of metacognitive awareness exhibited by expert readers when answering questions were gathered through the use of 44 skilled adult readers. In the second part of the study, 100 fourth, sixth, and eighth grade students of varying reading abilities were randomly assigned to experimental or control groups. Those students in the experimental condition were trained to recognize three question types (text explicit, text implicit, and script implicit) and their implied question answering strategies. Results indicated superior performance by the experimental group readers in identifying questions by type, selecting an appropriate question answering strategy, and providing a complete and accurate response to questions. Performance was better on text-based rather than knowledge based questions, with ability and developmental levels of the students affecting their performance in predicted directions. (FL)

ED215337 CS006654

Sanza, James

Category Priming in the Lexical Decision Task and Evidence of Repetition Effects.

Pub Date Mar 82
Note-9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; *Cognitive Processes; *Decision Making; Memory; Reading Comprehension; *Reading Research; *Semantics; Tachistoscopes; *Word Recognition
Identifiers-*Repetition Effects; *Semantic Priming

Semantic priming is the process by which a subject performing a lexical decision task is prepared for a target word through the presentation of a semantically related word. Repetition of a given word at specific intervals is one form of priming that has been shown to reduce subject reaction time in word recognition tasks. A study was conducted to explore repetition as a form of priming and to determine whether it affects the same stage of lexical processing as does semantic priming. Subjects were 52 native English speaking adults who were instructed to concentrate on making rapid lexical decision responses by pressing appropriate keys as they looked into a three-field tachistoscope. The subjects were told to expect to see a fixation guide on the first field, followed by a word that might help them make their responses to the letter string that would appear in the third field. They were also told that on some trials they would not be given a priming word prior to the letter string, but would instead see a row of X's, which were intended as neutral primes. Results showed that items that had been presented once with a prime and later without a prime were responded to as rapidly as when they were primed, indicating that a repetition effect had occurred. Overall results indicated that priming and repetition affected a common processing stage, that of memory retrieval. (FL)

ED215359 CS206848

Guinn, Dorothy Margaret

Freshman Composition: Developing Teaching Assistant Teaching Potential.

Pub Date Mar 82

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College English; English Instruction; Graduate Students; Higher Education; Teacher Education; *Teaching Assistants; Teaching Skills; *Training Methods; *Writing Instruction

Identifiers-*Freshman Composition

There are two crucial limitations in preparing graduate teaching assistants (TAs) for the composition classroom: the background they bring to teaching and the limited time available for training. Most TAs, although knowledgeable in literature, lack authority on the subject of composition instruction. An ideal TA would (1) have a masters degree; (2) be familiar with traditional grammatical terminology, the conventions of standard English, and linguistics; and (3) spend a semester with a "master" teacher well-trained in rhetoric and composition theory, making frequent preservice forays into composition classrooms. A university in the southwestern United States has a more pragmatic approach. A four-day pre-semester orientation acquaints TAs with organizational and administrative matters, classroom policies and procedures, overall course conduct and planning, and the evaluation and criticism of student writing. Training continues with a one-semester graduate seminar and workshop aimed specifically at developing the composition teaching potential of new TAs. They receive background information in rhetoric, linguistics, and composition theory, as well as other sources for information. They create stimulating writing assignments that enhance writing skills, then test them and discover criteria for grading the results by responding to their own and their colleagues' assignments. The department writing center also provides information and assistance for new TAs. (HTH)

ED215465 EC142124

Munns, Grace

Strings 'N' Things: A Teaching Manual for the Blind. Appropriate Technologies for Development. Reprint R-24.

Peace Corps, Washington, D.C.

Pub Date Sep 81

Note-39p.; Print is poor in parts. Prepared by the Office on Information Collection and Exchange.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; *Blindness; *Handicrafts; *Rehabilitation

Identifiers-*Macrame

The manual offers guidelines for teaching crafts to blind adults with a rehabilitation program oriented toward manual dexterity. The macrame projects described progress from the simple to the more complicated. An introductory section offers helpful hints and instructions for knots and patterns. Projects range from cutting with scissors to covering a lamp shade. Illustrations are provided throughout the manual. (SB)

ED215536 EC142196

Casper, Donna; And Others

Capable Reader Program: Lesson Plan Guide. Units A1; A2; A3; A4; [and] A5. Pilot Year 1979-1980, Final Edition 1980-1981.

Beloit Public Schools, Wisc.

Pub Date 21 Feb 81

Note-662p.; Parts are marginal and may not reproduce well. For related documents, see EC 142 192-199.

EDRS Price - MF03/PC27 Plus Postage.

Descriptors-*Academically Gifted; *Critical Reading; Curriculum Guides; *Learning Activities; Lesson Plans; *Reading Comprehension; Student Educational Objectives

Part of a curriculum series for academically gifted elementary students in the area of reading, the five lesson plan guides are intended to provide teachers with suggested activities stressing high levels of reading comprehension as well as encouraging teachers to use their own ideas. Each guide focuses on one of the following major objectives: (1) anticipating the meanings of words through the context, supplying deleted words, and anticipating events or concepts; (2) determining the implied main idea or theme and hypothesizing the nature of the characters; (3) utilizing the main points, the details, and the interrelationship among the details to draw a conclusion or solve a problem; (4) identifying the causes presented, predicting the effects, and establishing a relationship; and (5) identifying similarities and differences to make a comparison and contrast relationship. The major portion of each guide consists of a chart showing specific objectives; the lesson, procedures, and activities; evauation suggestions; program materials; related materials; and optional, additional, or more elaborate skills and literary information. Supplementary worksheets and other materials are also provided. (DB)

ED215613 HE014967

State Postsecondary Education Profiles Handbook. 1981 Edition.

Education Commission of the States, Denver, Colo. Dept. of Postsecondary Education.; National Center for Higher Education Management Systems, Boulder, Colo.; State Higher Education Executive Officers Association.
Report No-ECS-88
Pub Date Dec 81
Note-295p.; Not available in paper copy due to small print.
Available from-State Services Division, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($15.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annual Reports; Enrollment Trends; Expenditures; Governance; Governing Boards; Government School Relationship; *Higher Education; *Institutional Characteristics; Local Government; Master Plans; Operating Expenses; Population Trends; *Postsecondary Education; Private Financial Support; *Profiles; Public Support; School Business Relationship; State Agencies; State Government; Student Costs; Teacher Characteristics; Tuition

The sixth edition of the "State Postsecondary Education Profiles Handbook" presents information about postsecondary education in the 50 U.S. states and the District of Columbia. Part I offers a narrative description of the state-level coordinating or governing agency, institutional governing boards, current master planning activities, the 1202 commission, state student assistance agency or agencies, the state board of vocational education, the state-level organization for private colleges. the state licensure or approval agencies, voluntary or statutory committees for articulation between elementary-secondary and postsecondary education, nongovernmental organizations whose membership includes both public and private institutions (if staffed and with programs) and statutory advisory committees or task forces. Part II contains descriptive statistics including 1979 information about the state population and trends, state and local financial base, state and local governmental spending, state and local spending on higher education, institutional revenues and expenditures, enrollment trends, faculty characteristics, and student tuition and fees. Part III, Section A contains a listing of the annual and biennial reports published by state agencies that are available for distribution. Part III, Section B contains recently published special reports and studies and includes for each report the title, publication date, availability, and agency requesting and completing the report, and major issues covered. Part IV lists special reports and studies currently underway or being planned. Appendices include: data sources and references for Part II descriptive statistics; Part II summary tables; a list of State Higher Education Executive Officers (SHEEO); and the national associations representing other state agencies described in Part I. (LC)

ED215095 CE031699

Competency-Based Curriculum in Transportation. General Industrial Arts.

Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Pub Date [80]

Note-878p.

EDRS Price - MF06/PC36 Plus Postage.

Descriptors-Air Transportation; Auto Mechanics; Aviation Mechanics; Behavioral Objectives; Bus Transportation; Competence; *Competency Based Education; Definitions; *Energy; Engines; Fuels; Guidelines; *Industrial Arts; Instructional Materials; Job Skills; Learning Activities; Models; Motor Vehicles; Nuclear Energy; Occupational Information; *Power Technology; Public Facilities; Rail Transportation; Records (Forms); Secondary Education; Solar Radiation; Teacher Developed Materials; *Transportation; Travel; Vehicular Traffic; Vocational Education

Identifiers-Chemical Energy; Water Transportation

Designed and written for industrial arts instructors and students, this teacher-developed curriculum offers both a model for instructors and practical guidelines for classroom activities that explore the field of transportation. Various aspects of course design and delivery are covered in the introductory section, including course goals and objectives, student outcomes, curriculum format, instructor guidelines for organizing and composing student learning modules, a bibliography, and achievement forms. The remaining units deal with the following topics: transportation in the United States today; energy and power (fossil, solar, mechanical, chemical, and nuclear energy); the air transporation system (facilities, services, and vehicles); land transportation (the economic importance of land transporation, the history of land transportation, urban streets and thoroughfares, rural roads and highways, railroads, and pipelines and other conveyances); water transportation (inland waterways and ocean transportation); and prime movers (heat, combustion, Brayton cycle internal combustion, Stirling cycle external combustion, and Rankine cycle external combustion engines). Each unit contains the following: unit objectives, performance objectives; content outlines, teacher activities, student activities, references, resources, information sheets, transparency masters, and tests and test answers. Also covered in each unit are occupations associated with the given type of transportation examined. (MN)

ED215113 CE031795

Blai, Boris, Jr.

Career Education and Predicting Job Satisfaction.

Pub Date 82

Note-7p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures; *Career Education; Individual Needs; *Job Satisfaction; Measurement Techniques; *Measures (Individuals); Multiple Choice Tests; Need Gratification; Occupational Aspiration; *Prediction; *Predictive Measurement; Predictive Validity; Predictor Variables; *Psychological Needs; Questionnaires; Self Evaluation (Individuals); Test Construction; Test Validity

A test was developed to predict job satisfaction on the basis of psychological needs satisfaction. A short questionnaire consisting of six multiple choice questions was designed to measure (1) expressed degree of need satisfaction among 14 pre-selected psychological needs (job security, outdoor work, good pay, competition, esteem, leadership, dependence, social service, self-actualization, power, congeniality, advancement, independence, and interesting duties) and (2) self-evaluated degrees of satisfaction as reflected in a seven-factor Likert-type scale. The questionnaire was administered to 472 workers employed by the federal government. Sampled were employees in 29 different kinds of jobs within five major occupational groups (professional, management, clerical, service, and trades/manual occupations). Structural analyses were performed to measure the extent to which different values in the job satisfaction variable were accompanied by--or perhaps dependent upon--changes in the need satisfaction strength variable. The level of correlation found suggests that the technique has marked construct validity as well as a useful level of predictive value in estimating worker job satisfaction from obtained measures of experienced needs satisfaction. (The actual instrument is not included in the report). (MN)

Eliason, Nancy Carol
Equity from a Vocational Education Research Perspective. Research and Development Series No. 214E.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 81
Contract No-300-78-0032
Note-21p.; For related documents see CE 031 915-932.
Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214E, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education; Demonstration Programs; *Educational Opportunities; Educational Research; *Equal Education; Equal Opportunities (Jobs); *Females; Nontraditional Occupations; *Nontraditional Students; Postsecondary Education; *Reentry Students; Sex Discrimination; *Vocational Education; Womens Education

Female participation continues to increase in postsecondary vocational education and the labor market. This growth has paralleled increased funding under the Vocational Education Amendments of 1976 for sex-equity related research and demonstration activities. Funding has not, however, kept pace with needs of institutions trying to ensure equal access to all students. Administrators must assess the financial success of sex equity programs. Institutional policy developers should reassess policies to ensure access to equity in vocational education. Hidden barriers for adult women in institutional admission practices include less financial assistance and college catalogs designed to perpetuate sex stereotyping. Reentry women have different problems than typical students do--conflict between traditional and nontraditional roles, lack of confidence in abilities--for which they require support systems. Career counselors for these women must overcome personal biases concerning womens' role in careers. Other barriers to entering nontraditional occupational training are sexual harassment, family pressures and adjustments, self-image, and parental influence. A plan for developing a program for dealing with female vocational needs should include a community-based advisory committee, workable timetable, 12 month funding, staff selection and training, outreach recruitment, selection of counseling models, financial aid options, public relations campaign, ongoing evaluation, and research component. (YLB)

ED215178 CE031991

Fenton, Mary

Resource Guide for "The Dream's Not Enough: Portraits of Successful Women with Disabilities." A Film Guide and Resource Book for Teachers, Counselors, and Parents of Disabled Women.

Institute for Information Studies, Falls Church, Va.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Report No-ISBN-0-935294-15-5
Pub Date 81
Note-36p.; For a related document see CE 031 990.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Choice; *Career Guidance; Career Planning; College Programs; Decision Making; *Disabilities; Documentaries; Educational Counseling; Educational Resources; *Females; *Information Sources; Instructional Films; Minority Groups; *Nontraditional Occupations; Normalization (Handicapped); Occupational Aspiration; Organizations (Groups); Postsecondary Education; Resources; Role Models; Secondary Education; Vocational Rehabilitation; Work Attitudes
Identifiers-*Dreams Not Enough (The)

This booklet is designed to outline the problems that confront disabled and minority disabled women and girls who want to pursue professional careers in nontraditional fields, and to provide resources for the parents, teachers, and counselors who assist them with their career choices. (Partly because of social stereotypes that influence vocational guidance as well as hiring decisions, a pattern of lower career expectations, lower income, and unemployment exists among women with disabilities. Through the use of nonbiased, realistic counseling techniques and the influence of successful disabled women who can serve as role models, it is expected that this pattern can be broken.) Provided both in the film which accompanies this guide ("The Dream's Not Enough") and in the booklet for young disabled women (see note) are accurate information for counseling and a range of role models to illustrate the high levels of success that can be achieved. The guide contains (1) a discussion format for the film, with questions, activities, lists of career awareness books for students, and career reference works; (2) discussion of nontraditional professions for disabled women, including the benefits and drawbacks of choosing a nontraditional career, barriers to nontraditional career choice, and suggestions for support for women who choose nontraditional careers; (3) resources for parents, teachers, and counselors, including organizations, publications, college programs, independent living programs, assistive devices, and role models; and (4) an evaluation form and bibliography. (KC)

ED215197 CE032097

Meier, James
State Aid for Vocational Education: A Study in Inequity.
Interface, Inc., New York, N.Y.
Spons Agency-Educational Priorities Panel, New York, N.Y.
Pub Date Apr 82
Note-48p.
Available from-Interface, 251 Park Avenue South, New York, NY 10010.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis; *Educational Finance; *Finance Reform; Financial Policy; Financial Support; *Resource Allocation; School Funds; Secondary Education; *State Aid; State School District Relationship; *Vocational Education
Identifiers-*Boards of Cooperative Educational Services, New York; *New York (New York)

An analysis of state funding of vocational education in New York State compared funding received by New York City (NYC) to that received by non-city districts participating in Boards of Cooperative Educational Services (BOCES). (Aid to BOCES was started to encourage suburban and rural school districts to participate in cooperative planning of vocational education and in recognition of the higher cost of vocational education programs.) In order to compare NYC vocational education aid to the rest of the state, the analysis was undertaken in two parts: an examination of BOCES expenditures and aid attributable to occupational education; and an examination of NYC expenditures for vocational education, and a computation of the state reimbursement the city would receive if it were aided as a BOCES. It was found that on average the school districts which participate in BOCES receive 71 percent of their approved expenditures in state aid; NYC receives 19 to 20 percent of its comparable expenditures from state aid. If the city received aid under the same formula as non-city districts, it would have received $18.5 million more or an increase of 333 percent over what it received in 1981. Although the 1982 Legislature has increased both BOCES aid and NYC (and other large cities') aid for 1982-83, the increase for NYC is only about half of the amount the BOCES aid increase would have yieled for the city. The study generated a recommendation that a new formula be created for distributing state aid to vocational education that would be more equitable to NYC without forcing it to join BOCES. (KC)

ED215255 CG015861

Barnett, Rosalind C.; Baruch, Grace K.

On the Psychological Well-Being of Women in the Mid Years.

Spons Agency-National Science Foundation, Washington, D.C.; Time, Inc., New York, N.Y.; Wellesley Coll., Mass. Center for Research on Women.

Pub Date Nov 81

Grant-BRSG-RR-07186-02; NSF-BNS-77-26756

Note-24p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Development; Adults; Aging (Individuals); Chronological Age; Employed Women; *Females; Marital Status; *Mental Health; *Midlife Transitions; Quality of Life; *Role Conflict; *Well Being

Identifiers-*Menopause; *Parity

Conceptualization of the lives of adult women and the forces affecting their well-being have concentrated on five constructs: (1) chronological age; (2) menopause and the empty nest; (3) marital status; (4) parity; and (5) multiple role involvement as a source of stress. A re-examination of these variables focused on the concerns and gratifications experienced by women in various domains of life and their relationships to family status, employment status, age, and sense of well-being. A disproportionate random sample (N=238) of women aged 35-55, who were never married, married with children, married without children, or divorced with children, were interviewed using a structured survey instrument developed empirically on the basis of first-stage interviews with approximately 72 women. Results showed that women in the middle years scored high on all well-being indices. Eight indices of well-being included in the survey protocol were subjected to further analysis; two factors, mastery and pleasure, emerged. The findings indicated non-significant and/or weak relationships between these well-being factors and the five constructs. The results question the utility of these constructs that are often cited as critical to understanding psychological well-being among women in the middle years. (Author/NRB)

ED215294 CS006561

Bozsik, Beverly E.

A Study of Teacher Questioning and Student Response Interaction during Pre Story and Post Story Portions of Reading Comprehension Lessons.

Pub Date Mar 82

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Classroom Communication; *Classroom Research; Discussion (Teaching Technique); Elementary Education; *Elementary School Teachers; Feedback; Grouping (Instructional Purposes); Interaction; *Questioning Techniques; *Reading Research; *Student Teachers; Teaching Methods; Teaching Skills; Urban Education

A study was conducted to determine the patterns of questioning behaviors exhibited by four preservice and four inservice teachers in an inner-city elementary school. Specifically, the study examined the types of questions teachers asked, the types of responses given by students, the wait-time between questions that teachers provided for high- and low-ability reading groups, and the discussion time teachers provided high- and low-ability reading groups during pre- and post-story portions of reading comprehension lessons. The teachers were observed for six weeks, using the Question-Response-Interaction (QRI) instrument. Audiotapes of the pre- and post-story portions of the lessons also were collected for analyses. The results showed that both types of teachers tended to pose more textually explicit questions to the low-ability group, regardless of the story portion. The high-ability groups had more discussion time, received more textually implicit and raising type questions, and provided more supported responses. More wait-time between questions was accorded the high-ability group than the low-ability group, and more wait-time was given to pre-story portions than post-story portions of the reading lessons. There were minimal differences between preservice and inservice teachers regarding wait-time. (RL)

ED215381 CS503801

Cupach, William R.

Perceived Communication Competence and Choice of Interpersonal Conflict Message Strategies.

Pub Date Feb 82

Note-36p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns; College Students; *Communication Research; *Communication Skills; *Conflict; Higher Education; *Interpersonal Competence

Identifiers-*Conversation; *Interpersonal Communication

A study investigated whether various measures of communication competence would be more positively associated with constructive message strategies than with either destructive or avoidance strategies, and whether individuals would prefer a partner to be constructive rather than being constructive themselves. Subjects were 114 college students who were asked to find partners (spouses, romantic intimates, close friends, friends, or relatives) willing to help them complete the survey. The dyads completed a questionnaire concerning one specific interpersonal conflict that they had experienced and the behavior each partner had displayed during that conflict; a measure of relational competence designed to measure both self-competence and other-competence during a conversation; and an interpersonal communication satisfaction inventory. Results showed that perceptions of interpersonal competence were positively related to the use of constructive message strategies in situations of interpersonal conflict. Constructive behavior was positively associated with perceptions of self-competence, other-competence, and relational competence. In addition, perceptions of competence were linked to the use of constructive strategies by one's partner as well as oneself. (FL)

ED215441 EA014588

Cooper, Bruce S.

Collective Bargaining, Strikes, and Financial Costs in Public Education: A Comparative Review. State-of-the-Knowledge Series.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-ISBN-0-86552-079-8
Pub Date 82
Contract No-400-78-0007
Note-136p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($7.85).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Attitudes; *Collective Bargaining; Costs; Elementary Secondary Education; Labor Legislation; Organization Size (Groups); Predictor Variables; Prevention; State Legislation; Tables (Data); Teacher Attitudes; Teacher Salaries; *Teacher Strikes; *Unions
Identifiers-School District Size

Drawing on data about unionism in education as well as in other public and private sectors, this literature review focuses on three areas: the causes of collective bargaining in public education, the reasons for strikes by school employees, and the impact of unions on educational expenses and salaries. The author first discusses the factors leading to educational unionism, including changes in teachers' and administrators' attitudes and desires, increases in the number of educators, concentration in larger work units, decisions by teacher and administrator organizations to bargain collectively, and legal support from state laws. Economic, political, and moral arguments for and against educator strikes are considered in the second section, which examines the rational and irrational reasons for strikes and recommends strike prevention rather than strike prohibition. In the last section the author surveys research on collective bargaining's effect on educational costs. He finds that researchers agree that unionism increases teacher salaries but disagree about its effects on salary structures, program cuts, taxes, and educational quality. The author recommends further research on unionism's causes and consequences, especially on the effects of the current educational retrenchment on unions. (Author/RW)

ED215216 CE032142

Wayne, Joseph E.

Safety Education in the Elementary School. Fastback 170.

Phi Delta Kappa Research Foundation, Bloomington, Ind.
Report No-ISBN-0-87367-170-8
Pub Date 82
Note-39p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; $0.60 to Phi Delta Kappa members).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention; Accidents; Articulation (Education); Community Involvement; *Curriculum; Educational Resources; *Elementary Education; Fused Curriculum; Guidelines; *Program Development; Program Guides; Resources; *Safety Education; School Accidents; *School Safety; Staff Development; *Teaching Methods; Traffic Accidents; Transportation

This pamphlet deals with incorporating effective safety education programs into the elementary school curriculum. Covered in a discussion of the scope and nature of the safety problem are classes of accidents (motor vehicle, home, work, and public accidents) and causes of accidents. Various functions of safety education in elementary schools are examined, including increasing knowledge, developing attitudes of safe living, and developing skills of safe behavior. Described next are steps in planning a safety education program and articulation of the safety education curriculum. Following a brief outline of the content requirements for safety education, information is provided on a number of nonschool-jurisdiction accidents, including motor vehicle, pedestrian, pedacycle, water-related, home, recreational, and fad-related accidents. Examined next are such facets of creating a safe school environment as proper supervision of student activities, maintaining a safe school facility, emergency preparedness, school safety services, student and community involvement, pupil transportation services, accident reporting, and staff development programs. Several teaching methods for use in safety education are explained. Appended to the pamphlet are addresses for sources of safety education resources. (MN)

ED215234 CG015837

Austin, Carol D.

Case Management: Let Us Count the Ways.

Pub Date 9 Nov 81

Note-24p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administration; Agency Cooperation; *Centralization; *Community Services; *Delivery Systems; Efficiency; *Gerontology; Human Services; Older Adults; Organizational Change; Planning; Program Implementation; *Resource Allocation; State of the Art Reviews

Identifiers-*Case Management

Case management as implemented in programs for the elderly, has focused on interactions between the client and case manager in the areas of assessment, care planning, service plan implementation, and follow-up. Variation in these case management tasks suggests that no single model can be implemented in all local delivery systems. This emphasis on client/case manager interaction has obscured the fact that care planning, a core case management task, is a crucial resource allocation activity and has important consequences for the distribution of resources within a local delivery system. A resource dependence view of interorganizational relationships is useful for analyzing the capacity of case managers to change market conditions by altering service providers' behavior. The extent of discretion over resource allocation and centralization of resource control are key case management design issues. Case management is a middle ground long-term care policy reform option. Its implementation does not require fundamental changes in funding patterns or interorganizational relationships. The middle ground in which case management can be developed as a reform option is wider than present operational experience suggests. Models that expand case management to include authority for resource allocation and implementation of financial incentives to influence market conditions deserve greater attention. (Author/NRB)

ED215275 CG016008

Cohen, Elias S.; And Others

[White House Conference on Aging, 1981. Creating an Age Integrated Society: Implications for Governmental Structures. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Report No-TCES-12; TCR-12
Pub Date 81
Note-85p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administration; *Aging (Individuals); Cultural Pluralism; Decentralization; Delivery Systems; Federal Government; Financial Support; *Governmental Structure; *Government Role; *Older Adults; *Public Policy; Services; State Government

Identifiers-*White House Conference on Aging

This Technical Committee Report addresses the interactions between governmental structure and aging policy and administration, focusing on three general areas: (1) the role of government; (2) strategies to achieve national objectives; and (3) the most effective, efficient, and responsive structure for delivery of needed services. The impact of policy, organizational linkages, funding, and management styles on the achievement of national objectives is discussed along with the pluralistic nature of society, the current emphasis on decentralized decision-making and service delivery, and the multi-jurisdictional pattern through which programs are implemented. A section of the philosophy and experience of government in the field of aging considers, among other issues, age-integrated and age-segregated approaches to aging. Government organization is discussed at the federal, state, and local levels, and general issues of government structure are examined, i.e., decentralization versus centralization, advisory structures, advocacy, and citizen/client accountability. Management, intergovernmental, and public policy issues are also presented. Although this report does not contain specific recommendations for the White House Conference on Aging delegates, options and alternative designs are presented whenever feasible. An executive summary of this report is also included. (NRB)

ED215402 EA014502

Seitz, Reynolds C.

Judicial Review of Labor Arbitration Awards.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 82
Note-10p.; Chapter 2 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.
Available from-Not available separately; see EA 014 500.
Document Not Available from EDRS.
Descriptors-*Arbitration; Collective Bargaining; *Court Litigation; Elementary Secondary Education; Employer Employee Relationship
Identifiers-*Arbitration Awards; *Grievance Arbitration; Supreme Court

The review of grievance arbitration awards in public education constitutes the topic of this second chapter in a book on school law. A discussion of landmark cases outside of education underscores the general principles that have motivated courts to undertake review of arbitration awards. Supreme Court decisions in three cases known as the "Steelworkers Trilogy" suggest that arbitration is an efficient means of making collective bargaining work, but also invite courts to intervene when they feel the arbitrator has made a gross error in construction. Generally, the courts have followed the principle that they should not review the merit of an arbitrator's award but that they can determine whether the arbitrator lacked authority to make a specific award. In the public sector, a court will not enforce an arbitration award if it has found the arbitrator's decision contrary to law or public policy. Many of the principles of grievance arbitration have been transferred from the private to the public sector. As a result, courts exercise judicial restraint in reviewing arbitration awards. On the other hand, the proliferation of statutes on the scope of bargaining in the public sector has increased the likelihood that arbitration awards will be reviewed. (Author/WD)

ED215422 EA014544

Erb, Thomas Owen, Ed.
Middle School Research. Selected Studies 1981.
National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-133p.; For individual papers, see EA 014 545-554.
Available from-National Middle School Association, P.O. Box 968, Fairborn, OH 45324 ($8.00; quantity discounts).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescent Development; Death; Decision Making; Educational Environment; Educational Practices; *Educational Research; Institutional Characteristics; Intermediate Grades; Job Satisfaction; Junior High Schools; Language Arts; *Middle Schools; Parent Student Relationship; Reading Tests; School Organization; Science Careers; Student Attitudes; Student Teacher Relationship; Teacher Administrator Relationship; Teacher Attitudes; Teacher Participation

The ten studies contained in this volume mark the third publication by the National Middle School Association of research on early adolescent education. The previous issues are ED 214 273 and ED 214 283. The papers in the 1981 edition represent a broad range of middle school research topics and methodologies. A number of studies in this volume deal with school climate and organization. Others examine teachers' involvement in decision-making and their job satisfaction. A third set focuses on student attitudes toward science and student response to the loss of a parent. One study looks at parental behavior. Two studies are related to the teaching of particular subject areas, language arts and reading. Finally, an ethnographic study takes a holistic look at middle school classrooms. A bibliography accompanies each study. (Author/MLF)

ED215466 EC142125

Epps, Susan; And Others

Differentiating LD and Non-LD Students: "I Know One When I See One."

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No-IRLD-RR-52
Pub Date Mar 81
Contract No-300-80-0622
Note-49p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Clinical Diagnosis; Elementary Education; Handicap Identification; *Learning Disabilities; Low Achievement; School Psychologists; Special Education Teachers

The study involving 65 school psychologists, 38 special education teachers, and 21 "naive" university students (those not in education or psychology related programs) examined the extent to which school personnel were able to differentiate learning disabled (LD) students from low achievers by examining students' patterns of scores on psychometric measures. Each S was provided with forms containing information on 41 test or subtest scores of 9 school identified LD and 9 nonLD fourth grade students and was instructed to indicate which he/she believed were LD and which were nonLD. Accuracy and interjudge agreement confirmed the difficulty of differentially diagnosing students with learning disabilities and suggested that having information from a battery of tests does not increase the decision maker's ability to discriminate between LD and nonLD students. It was recommended that current assessment practices be simplified. (Author/SB)

ED215487 EC142146

Welton, Johnny W.; And Others
Individualized Educational Program: Monitoring Analysis Plan. Instructional Manual.
Santa Clara County Superintendent of Schools, San Jose, Calif.
Spons Agency-California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 81
Note-205p.; For related information, see EC 142 147.
Available from-IEP MAP, Division of Special Schools, Office of the Santa Clara County Superintendent of Schools, 100 Skyport Dr., San Jose, CA 95115 (no price quoted).
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Compliance (Legal); Computer Managed Instruction; Computer Programs; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Management Information Systems; *Program Evaluation; Recordkeeping
Identifiers-*IEP Monitoring Analysis Plan

The Individualized Education Program Monitoring Analysis Plan (IEP MAP), an approach for evaluating the effectiveness and legal compliance of the IEP process for handicapped students, is presented. It is explained that the IEP MAP should help to improve communication between parents and regular and special education staff, improve consistency of IEP procedures throughout the district, and improve efficiency and consistency in recordkeeping. Background information is presented on the law and IEP monitoring. Instrumentation is described in terms of two types of data collection instruments: record reviews and investigation instruments using questionnaire, interview, and observation techniques. Implementation of the IEP MAP is considered in light of timeliness, staffing, coordination, and data collector training. Two final steps discussed are data analysis, and interpretation and reporting. Appended material comprises the bulk of the document and includes sample IEPs, sample IEP MAP instruments, and keypunch and computer instructions. (CL)

ED215512 EC142172

Furse, Alison, Comp.; Levine, Elyse, Comp.

Food, Nutrition and the Disabled: An Annotated Bibliography.

Ryerson Polytechnical Inst., Toronto, (Ontario). Nutrition Information Service.

Spons Agency-Canadian Commission of Employment and Immigration, Ottawa (Ontario).

Report No-ISBN-0-919351-00-X

Pub Date 81

Note-94p.

Available from-Ryerson Polytechnical Institute, Nutrition Information Service, 50 Gould St., Toronto, Ontario M5B 1E8, Canada ($4.95, $4.00 prepaid).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies; Audiovisual Aids; *Daily Living Skills; *Disabilities; *Equipment; Mental Retardation; *Nutrition; Physical Disabilities

The annotated bibliography presents approximately 200 citations of printed and 25 citations of audiovisual materials on nutrition and its relation to disabilities. Citations are organized alphabetically by author within the following topics: general, child care, home management, nutrition, mealtime skills and behavior, aids and devices, and cookbooks. Entries are further broken down for mental and physical disabilities for each of the first five topics. Citations include author, title, source, date, and a brief annotation. Two concluding sections list organizations in the United States and Canada and equipment suppliers. (CL)

ED215558 FL012702

Yalden, Janice

Communicative Language Teaching: Principles and Practice. Language and Literacy Series.

Ontario Inst. for Studies in Education, Toronto.
Report-No-ISBN-0-7744-0240-7
Pub Date 81
Note-46p.
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Activities; Classroom Techniques; *Communicative Competence (Languages); Interaction; Interpersonal Competence; Language Research; *Second Language Instruction; *Speech Communication; Teacher Role; Teaching Methods

This discussion is intended as a general introduction to communicative language teaching. The text is divided into six parts dealing with the reasons for communicative language teaching, the background to it, learning to communicate, classroom activities, the role of the teacher, and ways to get the method started. Part One examines the nature of communication, the need for learning forms and use, appropriate register, and interactive skills. The background section reviews methods of teaching languages, discusses the kind of teaching to be provided, and the principles on which communicative language teaching is based. The third chapter addresses the issues of meaning, form and content. The section on classroom activities outlines a variety of activities along with the part they play in a communicative approach. Chapter five defines the role of the teacher in the communicative situation as that of counselor or consultant. The final chapter suggests the need to explore the principles of communicative language teaching in a variety of classroom settings as well as the need for empirical research. (AMH)

ED215580 FL012883

ESL in the Workplace: English for Specific Purposes in the Work Setting. Adult Education Series #14. Refugee Education Guide.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date Feb 82
Grant-96-P-10002-01
Note-31p.; Some charts contain small print.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults; Case Studies; *Course Descriptions; *English for Special Purposes; *Foreign Workers; Industry; *Needs Assessment; *Program Development; Refugees; Second Language Instruction
Identifiers-*Limited English Speaking

Three aspects of instruction in English for Special Purposes (ESP) in the workplace are discussed with emphasis on the partnership between the ESL teacher, the employer and supervisors, and the worker with a limited knowledge of English. First, a plan for defining needs is outlined, which involves discussion of numbers and types of students, ways to group them, scheduling, location of the course, financing, and materials. The needs analysis also involves: (1) observing the work-site; (2) conversing with workers, noting language functions, various methods of assessing English language levels, and reading and writing skills; and (3) establishing a profile of ways in which English serves the learner/worker on the job. The second area discussed is program design, that is, a step-by-step process for setting up the program, defining the objectives and working out activities and approaches to evaluation. The final section outlines the steps taken to develop one successful ESP course and describes methods and materials in the course as it progressed. (AMH)

ED215597 HE014825

Retention and Transfer: University of California Undergraduate Enrollment Study.

California Univ., Berkeley. Office of the Academic Vice President.

Pub Date Jun 80

Note-81p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Persistence; Ancillary School Services; Articulation (Education); College Graduates; College School Cooperation; *College Transfer Students; Community Colleges; Dropout Attitudes; *Dropout Prevention; Higher Education; *High Risk Students; Institutional Characteristics; Institutional Research; *Student Attrition; Student Needs; *Undergraduate Students

Identifiers-*University of California

Student retention and transfer was studied at the University of California (UC) system as one aspect of undergraduate enrollment planning. A task group examined the following questions: (1) What is known about attrition? (2) When do students leave? (3) Who are the high-risk students? (4) Why do students leave? and (5) What is being done about it? Information is presented concerning the following areas: graduation rates for freshmen and for junior entrants, attrition rates for freshmen, junior entrants, and community college transfer students, attrition rates among ethnic groups, academic and social integration, financial aid and employment opportunities, and what students want to change in the university. The following university programs and services are addressed: summer programs, orientation, advising, curriculum changes, honors programs, additional on-campus housing and jobs, and planned leaves. The task group found selected instances of high and rising attrition at some campuses, for some ethnic groups, and for community transfer students who were ineligible from high school or who had low transfer grades. The university had initiated several activities to improve articulation and preparation and the campuses had begun several programs to improve the quality of student life and hopefully to improve retention. Recommendations pertain to efforts to improve articulation and preparation, university programs and services, and university administration. Appended materials include information on characteristics of UC campuses. (SW)

ED215128 CE031816

Wolman, Jean; Claudy, Carolyn B.

Evaluating Vocational Education Curricula. Vocational Education Curriculum Specialist, Module 12.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 81
Contract No-300-78-0562
Note-69p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.
Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Education; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; *Curriculum Evaluation; *Educational Administration; *Evaluation Methods; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Management Development; Postsecondary Education; *Program Administration; Secondary Education; Summative Evaluation; Tests; *Vocational Education
Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

One of five modules in the administrative series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. Section 1 defines the role of the curriculum specialist in evaluating vocational education curricula. Evaluation is defined, three approaches to evaluation are described, and three areas in vocational education curriculum evaluation are discussed. The other two sections describe the purposes and major activities involved in evaluating a vocational education curriculum prior to its implementation (section 2) and after it has been implemented (section 3). Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215145 CE031902

Mertens, Donna M.; Gardner, John A.

Vocational Education and the Younger Adult Worker.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Dec 81

Contract No-300-78-0032

Note-301p.; For a related document see CE 032 114.

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Cross Sectional Studies; Demography; Educational Attainment; *Education Work Relationship; Employee Attitudes; *Employment Patterns; Employment Potential; Family Status; Income; Labor Market; Longitudinal Studies; National Surveys; Occupational Aspiration; *Outcomes of Education; Participant Characteristics; Participant Satisfaction; Participation; Questionnaires; *Salary Wage Differentials; Socioeconomic Status; Unemployment; *Vocational Education; *Young Adults

Identifiers-*Younger Adult Worker Study

The Younger Adult Worker (YAW) study examined the long-range impact of participation in vocational education through a national cross-sectional survey of 1,539 persons aged 20 to 24 who were in the civilian labor force. After supplementing study data with data from two other national data bases, researchers drew conclusions pertaining to the long-range effects of vocational education on participants' earnings, employment, education, and aspirations. Included among the main findings of the study were the following: (1) both men and women vocational graduates generally earned more than did graduates of general curriculum programs, and indirect effects of vocational education on earnings are felt through all forms of postsecondary education as well as through tenure and unionization; (2) participation in vocational education was associated with a lower likelihood of unemployment; (3) overall, vocational graduates were more satisfied with the adequacy of their preparation to get a job than were their general curriculum graduate peers; and (4) female vocational graduates most frequently aspired to professional and clerical jobs, whereas male graduates generally aspired to managerial, professional, and crafts occupations. Recommendations called for further research concerning the effect of vocational education on later labor market experiences, dropout prevention, and achieving sex equity. (MN)

ED215295 CS006569

Derry, Sharon J.

Ability Related Differences in Schema-Guided Text Processing.

Pub Date Mar 82

Note-40p.; Figure 1 will not reproduce due to marginal legibility. Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes; College Students; Higher Education; Hypothesis Testing; *Learning Processes; *Learning Theories; *Reading Processes; *Reading Research; Recall (Psychology); Verbal Ability

Identifiers-*Ideas; Prose Learning; *Schemata

A study using a biasing paradigm examined four hypotheses regarding specific mechanisms thought to underlie the Assimilation-plus-Correction (A-C) theory of schema-text interactions. According to this theory, the ideas implied by a schema (type-1 ideas) are thought to be assimilated and obscured, while those ideas representing novel information (type-2 ideas) and having potential to extend and modify the reader's "cognitive attitude" achieve dominance in the encoded representation of text. The subjects were 60 college students who read two texts either without biasing information (the control condition) or with introductory paragraphs and complementary details throughout the text that reflected a masculine-feminine or conservative-liberal bias (the experimental condition). Subjects completed posttests immediately after reading the texts and again one week later. The findings favored the "Change of State of Schema Hypothesis," which assumes that type-2 text encounters exert accommodative change on the schematic memory representation of text, causing a perspective shift that increases the reader's capacity to regenerate text ideas consistent with an evolved state of schema, but decreases ability to recall ideas compatible with the original, nonevolved state. Consistent with a previous study, the perspective shift was associated with information loss and with subjects low in verbal ability. (RL)

ED215360 CS206849

Farkas, David

A Course and Curriculum in Advanced Technical Communication.

Pub Date Mar 82

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Guidance; Computers; Course Descriptions; *Course Organization; Editing; Higher Education; *Interdisciplinary Approach; Job Skills; Layout (Publications); Simulation; *Technical Writing; *Writing Skills

Identifiers-Writing across the Curriculum

A course in advanced technical communication was developed at West Virginia University for upper-division students in engineering and the sciences and those planning careers in technical communication. The first four weeks of the semester are spent copy editing, with the students learning to use standard editing marks and keeping an editor's style sheet. They also learn how the editing function is handled in various work settings. As the semester progresses, the students continue to use their editing skills on one another's work. By engaging in the editing process, the students achieve the first course objective--better writing. Students also read about and write several kinds of professional documents, such as a set of specifications for bidding and a proposal. A simulated public notice is prepared providing the students with an opportunity to learn more about layout, type selection, and copyfitting. Students also attend a demonstration of computerized literature searching and do some on-line searches with the terminal operator. The class project involves the production of an actual document for a campus department. Ethics in technical communication is handled by an ethics specialist of the philosophy department and interaction with members of the technical community is provided during a social evening, giving the students a chance to ask questions. As part of the course, the students end the semester with a simulated, or real, job hunt. (HOD)

ED215537 EC142197

Casper, Donna; And Others

Capable Reader Program: Lesson Plan Guide. Units B1; B2; B3; [and] B4. Pilot Year 1979-1980, Final Edition 1980-1981.

Beloit Public Schools, Wisc.

Pub Date 21 Feb 81

Note-356p.; Parts are marginal and may not reproduce well. For related documents, see EC 142 192-199.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Academically Gifted; *Critical Reading; Curriculum Guides; Elementary Education; Lesson Plans; *Reading Comprehension; *Student Educational Objectives

Part of a curriculum series for academically gifted elementary students in the area of reading, the four lesson plan guides each fucus on one of the following major objectives: (1) identifying the relationship between the major and minor premise and stating whether the conclusion is a fallacy in reasoning; (2) recognizing the pursuasive use of words, vague and imprecise words, multiple meanings conveyed by a single word, and propaganda techniques; (3) evaluating material by verifying information, finding contradictions, and making comparisons of sources to support a point of view; and (4) generalizing as to the author's purpose and form of writing and thinking, such as fact, fiction, or opinion, inductive and deductive reasoning, and supportive statements. The major portion of each guide consists of a chart showing specific objective; the lesson, procedures, and activities; evaluation suggestions; program materials; related materials; and optional, additional, or more elaborate skills and literary information. Supplementary information includes worksheets and reference materials. (DB)

ED215614 HE014968

Leslie, Larry L., Ed.; Hyatt, James, Ed.

Higher Education Financing Policies: States/Institutions and Their Interaction. Proceedings of the Annual Finance Conference (Tucson, Arizona, December 1980).

Arizona Univ., Tucson. Center for the Study of Higher Education.
Report No-UA-RS-7
Pub Date Oct 81
Note-170p.
Available from-Center for the Study of Higher Education, College of Education, University of Arizona, Tucson, AZ 85721 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Budgeting; Community Colleges; Compensation (Remuneration); *Declining Enrollment; *Educational Finance; Educational Quality; *Government School Relationship; *Higher Education; Information Needs; Public Policy; School Business Officials; Space Utilization; *State Boards of Education; State Government; Student Financial Aid; Tuition
Identifiers-California; Fort Steilacoom Community College WA; Indiana; Maricopa County Community College AZ; Ohio; Virginia; Wisconsin

Thirty papers from a 1980 University of Arizona conference on higher education financing policies and the state government-college relationship are presented. Papers and authors include the following: "Higher Education Financing Policies: A Context" (Ernest Boyer); "The State Board Perspective" (William Arceneaux); "The Chief Institutional Finance Officer Perspective" (James Brinkerhoff); "Indexing Tuition to Cost of Education: Implications for State Policy" (Dennis Viehland, Norman Kaufman, and Barbara Krauth); "Designing State Student-Aid Policies for the 1980s" (Jane Louise Johnson); "Budgeting for Enrollment Decline: The Indiana Experience" (Charles Seitz); "Budgeting for Enrollment Decline: The Virginia Experience" (Robert Schultze); "Budgeting for Enrollment Decline: The Ohio Experience" (George Baughman); "Managing Fiscal Crisis: The California Experience" (William Pickens); "Managing Fiscal Crisis: The Wisconsin Experience" (George Hyer); "Managing Fiscal Crisis: The University of Washington Experience" (Robert Thompson); "Information Needs for Budgetary Analysis: The University of Houston Experience" (Frank Brown); "Incentive Budgeting" (David Berg); "Expected Conditions and Potential Responses" (Edward Whalen); "A Plan for Improved Space Utilization" (William Fuller); "The Capital Margin" (Hans Jenny); "Factors Impact on Compensation" (Terry Peterson); "What Quality Means" (Frank Bowen); "Quality Issues: A State Perspective" (Robert Huff); "Maricopa County Community College, Arizona" (A. M. Flowers); "Fort Steilacoom Community College, Washington" (Jack Asby); "The California Study" (Frank Bowen and Lyman Glenny); and "Reducing Conflict Between State Boards and Institutions" (Larry Leslie). (SW)

ED215078 CE031024

Long, David C.; And Others

An Analysis of the Fiscal and Equity Provisions of the VEA. Volume 3. Part IV: Equity Provisions. Part V: Incentives, Oversight Mechanisms, and Sanctions.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.; Long and Silverstein, P.C., Washington, DC.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Nov 81

Contract No-400-79-0033

Note-313p.; For related documents see CE 031 022-023.

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Access to Education; Civil Rights; *Compliance (Legal); Disabilities; Disadvantaged; *Equal Education; *Federal Legislation; Federal Regulation; Federal State Relationship; Financial Policy; *Incentives; Postsecondary Education; Public Policy; Sanctions; Secondary Education; *Sex Fairness; *Vocational Education

Identifiers-*Vocational Education Act 1963

As part of a study of the Vocational Education Act (VEA) (see note), equity provisions were examined and the adequacy of incentives, oversight mechanisms, and sanctions in the VEA was addressed. Three areas of equity were studied: federal civil rights laws and regulations; provision of funds in the VEA to help recipients meet their civil rights obligations to handicapped and limited-English-proficient students and to assist recipients to help disadvantaged students; and the mechanisms and processes contained in the VEA which are designed to overcome sex discrimination and sex stereotyping and lead to the elimination of sex bias. Major problems between intent of the Act and compliance as a result of vague wording and unclear rules were identified and recommendations for clarifying or changing these provisions were made. An analysis of the use of incentives in the VEA showed that the incentives included do not induce states to exceed the minimum desired behaviors; however, because of the structure of the vocational education funding establishment, no major changes were recommended. In regard to oversight mechanisms and sanctions, it was found that the structure of the basic enforcement system is sound; however, several significant problems with the language of certain sections were found and recommendations made to correct them. (KC)

ED215114 CE031802

Field Testing Vocational Education Curriculum Specialist Materials. Summary Abstract.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Report No-AIR-76400-9/81-SA

Pub Date 30 Sep 81

Contract No-300-78-0562

Note-19p.; For related documents see CE 031 803-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Competency Based Teacher Education; *Curriculum Development; *Educational Administration; *Field Tests; Higher Education; Instructional Materials; *Learning Modules; Material Development; Postsecondary Education; Program Administration; Secondary Education; Teaching Guides; *Vocational Education

Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

A program for trained vocational education curriculum specialists (VECS), consisting of 16 modules, was written, revised, and field tested at 15 sites nationwide. The instructional materials were written to deliver the highest rated competencies based on a field survey of vocational educators and review by a national advisory panel of vocational education experts. VECS modules were designed to create or upgrade an individual's vocational education curriculum development and management skills. Additional materials developed were a guide for instructors and administrators and audio cassette tape for orienting potential users. For the field test a modified quasi-experimental, pretest/posttest, treatment group/control group design was used. Participants were undergraduates in vocational education teacher preparation, practicing vocational educators, and persons with occupational skills who wished to teach their specialty at 12 colleges/universities and two state departments of education. Field test evaluation forms were developed to measure cognitive and affective outcomes and to collect biographical information. Results of the national field test demonstrated that the modules increased knowledge of topics necessary to the successful performance of skills central to the VECS role. They also tended to increase peoples' confidence in their ability to perform these skills. (A technical report is available separately as CE 031 803). (YLB)

ED215316 CS006610

Rosen, Carl L.

Psychotherapeutic Techniques Applicable to Remedial Treatment of Reading Disabilities.

Pub Date Apr 82

Note-20p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment); Disabilities; Elementary Secondary Education; Learning Theories; *Psychotherapy; *Reading Difficulties; Reading Instruction; *Remedial Instruction; *Remedial Reading; *Self Concept; *Teaching Methods

The disabled reader's measurably low success in processing print creates tension, stress, and increasingly negative perceptions of the reading act and of the reader's own beliefs about his or her personal competencies. The task of the reading specialist might be facilitated by conscious and increasingly skilled application of psychotherapeutic techniques whose immediate uses could alleviate or reduce psychic suffering, anxiety, guilt, shame, and conflict. Some techniques the remedial reading specialist might use to achieve this include (1) stress or tension relief techniques designed to provide comfort, security, and a feeling of confidence; (2) awareness or effort activation techniques designed to establish student awareness, insight into ambivalence, conflicts, and the students' awareness of their uniqueness; and (3) the understanding of skills paradigm/self-directed activation techniques designed to establish students' understanding of sequences for resolving problems ranging from decoding to studying and theme writing, and to facilitate utilization of their own problem solving abilities. (Activities are suggested for each of these techniques.) (HOD)

ED215338 CS006655

Fischer, Lorrie A.

Reading and Language Abilities of First and Second Graders.

Pub Date May 82

Note-35p.; M. A. Thesis, Kean College of New Jersey.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Correlation; Grade 1; Grade 2; *Language Skills; Oral Language; Primary Education; *Reading Achievement; *Reading Instruction; *Reading Readiness; *Reading Research

A study examined the relationship between the reading performance and the language skills of first and second grade students. The subjects, 24 first grade and 22 second grade students, were administered a language screening test and a reading achievement test. Test results were analyzed using the Pearson product moment coefficient correlation. Results showed that a positive relationship existed between language ability and reading achievement for both groups of students. The relationship appeared to be stronger at the second grade level. (FL)

ED215096 CE031711

Hallgren, Kenneth Glenn

An Analysis of the Relationship of Teaching Methodology and the Students' Level of Cognition with Student Achievement in Principles of Marketing.

Pub Date Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Business Education; *Cognitive Development; Colleges; Distributive Education; Educational Research; Higher Education; *Marketing; *Teaching Methods

A study investigated the relationship of students' cognitive level of development and teaching methodology with student achievement. The sample was composed of 79 students in two sections of the introductory marketing course at the University of Northern Colorado. The control group was taught by a lecture strategy, and the experimental group by a creative questioning technique. Students' cognitive level of development was determined by administering the Burney Logical Reasoning Test. Student Achievement was measured by the posttest Marketing Concepts Understanding Test (MCUT) raw scores. Other factors were also examined to assess their influence on student achievement, including pretest MCUT raw scores, students' ages, and students' sex. Results of the Burney test were higher than previous cognitive studies had reported. It was also found that the experimental group was exposed to higher level questions more frequently. (Six recommendations are made for replications of this study.) (YLB)

ED215162 CE031921

Evans, Nancy Smith

Equity from a Sex Fairness Perspective. Research and Development Series No. 214F.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-21p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214F, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Legislation; Educational Opportunities; *Equal Education; *Federal Legislation; Females; Nondiscriminatory Education; Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Fairness; Sex Stereotypes; *Vocational Education; Womens Education

Identifiers-*Sex Equity Coordinators; Title IX Education Amendments 1972; Vocational Education Amendments 1976

Legal provisions for sex equity are found in Title II of the Education Amendments of 1976 and Title IX of the Education Amendments of 1972. Although occupational opportunities for women expanded beyond the traditionally sex-segregated occupations during the World War II era, in the seventies legislators decided to require further changes. State vocational education sex equity coordinators have been challenged to accomplish their federally regulated tasks within the conservative confines of state educational agencies. They have worked to develop a multi-dimensional definition of sex equity, technical assistance systems, philosophies regarding sex equity's importance in vocational education, and support networks. Needs assessments have been conducted to identify groups without full access to vocational education. Variables contributing to a sex-equitable teaching-learning system with vocational education as a student option include general education system commitment, vocational educator's concepts of equity, role of counselors in career decision making, and attitudes of business, community, and students. Strategies coordinators have found successful include incentive grants, inservice education, career education, and materials development. Local education agencies are recommended to accent and reward sex equitable actions, and accentuate sex equity in all areas of the vocational education delivery system. (YLB)

ED215179 CE031992

Air Traffic Controllers Testing and Training Program. Hearing before the Subcommittee on Aviation of the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Seventh Congress. First Session (December 16, 1981). Serial No. 97-84.

Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.

Pub Date 82

Note-46p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; *Hearings; Job Training; *Labor Problems; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Work Environment

Identifiers-*Air Traffic Controllers; Congress 97th

This document is a transcript of a United States Senate subcommittee hearing which was conducted to review the effort the Department of Transportation and the Federal Aviation Administration have undertaken to hire and train new air traffic controllers to take the places of those controllers who went on strike in August, 1981, and were subsequently fired. Testimony was given by J. Lynn Helms, Administrator of the Federal Aviation Administration (FAA), and by John Edwards, vice president, air traffic, Professional Association of Aeronautical Center Employees, with additions by their staff members. Mr. Helms testified that the FAA is beginning to train 500 new controllers a month to replace those who were fired, with a goal of bringing the traffic controllers' ranks up to or above the previous strength in about 3 years. He said that the training, which is conducted by the FAA Academy and the University of Oklahoma, is maintaining the same high standards it has always held, and that many retired controllers had been or would be called back to supplement the training force. Mr. Edwards, head of the Union of Traffic Controller Instructors, testified that the instructors' morale was low because they had been left out of a pay raise package proposed for field controllers; because they had lost the benefit of working regular hours--for which they had signed on at the Academy; and because they had not received any appreciation from the FAA for staying on their jobs during the strike. He also said bureaucratic regulations were making it difficult for instructors to care about or help their students. Additional statements by Earl Hobbs, Jr., Air Traffic Contoller, and James King, Chairman of the National Transportation Safety Board, were read into the record. (KC)

ED215198 CE032098

Whaples, Gene C., Comp.; Rivera, William M., Comp.

Lifelong Learning Research Conference Proceedings (4th, College Park, Maryland, February 12-13, 1982).

Maryland Univ., College Park. Dept. of Agriculture and Extension Education.

Pub Date 82

Note-372p.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Adult Basic Education; *Adult Education; Adult Learning; Adult Literacy; Aging (Individuals); Basic Skills; Career Development; Community Education; Death; Extension Education; Females; International Education; *Lifelong Learning; *Nonformal Education; Older Adults; Professional Continuing Education; Research Methodology; Volunteers

Identifiers-Distance Education

These conference proceedings contain 55 papers and symposia presented at the conference whose focus was on nonformal adult education. Papers deal with adult/continuing education concerns such as participatory research, ABLE (Adult Basic Level Education) parenting, army basic skills educational development, learning contracts, volunteerism, literacy, extension education for small farm operators, retired faculty as a resource, use of television for learning, learning, Personalized System of Instruction in adult basic education, aging, community-based learning, stress arousal measurement, effects of a peer counseling training program on older adults, death education, impact of older students on undergraduates, stress, self-directed learning, competency-based adult reading management system, community education, inservice education, adult reading strategies, psychosocial needs of low-literacy adults, consumer education, lifelong learning and women professionals, counseling services, distance education, satellite learning centers, and women's career development. Other areas include teaching, policy, community development, international education, and research methodology. Although most papers focus on conditions in the United States, adult education in modern Greece, an extension program for young families in Finland and a participatory agricultural extension approach in Tanzania are discussed. (YLB)

ED215256 CG015862

Whitbourne, Susan Krauss; Dannefer, W. Dale

Pictorial Representations of the Life Course.

Pub Date Nov 81

Note-37p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Development; Adults; *Age Differences; Cognitive Style; Employed Women; *Identification (Psychology); Memory; Quality of Life; Recall (Psychology); *Sex Differences; Social Environment; *Social Status; *Time Perspective

Temporal orientation may be defined as a central aspect of identity that pertains to the individual's unique interpretation of the life course. As a component of identity, temporal orientation should be affected by social contextual variables. Temporal orientation was assessed in a random sample of 94 men and women aged 24-61 years. Respondents were requested to "draw your life" as part of a 3-hour identity-life history interview. Markers were not pre-defined for age, nor was there a vertical axis specified, permitting respondents freedom to construct their own time referents and evaluative criteria. Four dimensions of temporal orientation were defined: time concept as linear or spatial; temporal perspective; content of most significant life event; and cognitive-affective evaluation of the life course as a global entity. Age alone had no significant effects when social contextual variables were evaluated. Women tended to be more present- and past-oriented than men, who exhibited greater future orientation. These effects were mediated by occupational prestige among men and homemaker versus employed working status among women. Affective descriptions of life course events also varied by sex and social status. The findings suggest that age is not related to the dimensions of temporal orientation. (Author/NRB)

ED215382 CS503806

Jaksa, James A.; Flynn, John P.

Social Workers' Applied Communication Skills: A Research Report.

Pub Date Nov 81

Note-40p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; *Communication Research; *Communication Skills; *Job Skills; Occupational Surveys; Professional Development; *Self Evaluation (Individuals); *Social Workers

Identifiers-Michigan

A study sought to determine the extent to which social workers were called upon to engage in applied communication tasks and to determine various perceptions that social workers held of their responsibilities in the area of applied communication. The 500 respondents selected from a list of Michigan-licensed certified social workers filled out Likert-type scales on (1) how often they were placed in situations requiring them to use each of the 41 identified communication skills; (2) how important each skill was for effective job performance; (3) their general level of ability in each skill; and (4) the extent to which they were interested in improving their ability in each skill. The results indicated the ten communication behaviors used most frequently included serving as a group member in a small, informal meeting, questioning persons to obtain information, and serving as a group member in a formal group meeting. The ten behaviors said to be the most important for effective job performance included nine of those listed as most frequently used, and those 10 items were also listed as the areas of the respondents' greatest ability. Respondents wanted to improve four behavioral skills, which were also among the top ten, including mediating or bargaining between two or more persons, groups, or agencies; giving an oral presentation on a diagnostic clinical assessment; and speaking as a representative of one's agency. (HTH)

ED215403 EA014503

Phay, Robert E.

Procedures for Nonrenewal of Nontenured Teachers: Improving Instruction and Avoiding Constitutional Problems.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 82
Note-14p.; Chapter 3 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.
Available from-Not available separately; see EA 014 500.
Document Not Available from EDRS.
Descriptors-*Board of Education Policy; Constitutional Law; Contracts; *Due Process; Elementary Secondary Education; Policy Formation; *Teacher Dismissal; Teacher Evaluation
Identifiers-Teacher Rights

A school board must be cautious in adopting a policy for nonrenewal of teachers whose performance is unsatisfactory. The author of this third chapter of a book on school law suggests a policy that supports the board's ability to retain the best teachers and weed out mediocre teachers without violating a teacher's rights. Before adopting the policy, a board should determine whether any part of the model conflicts with state statutes or the district's collective bargaining agreement. Moreover, a competent understanding of constitutional law, as relevant to termination of public employees, is necessary in considering such adoption. The author's suggested policy delineates permissible and impermissible grounds for nonreappointment. It also includes procedures to follow in delivering a notice of nonrenewal, requesting and conducting a conference, requesting to appear before the board, responding to such a request, and conducting a hearing. (Author/WD)

ED215423 EA014545

Thompson, Ann

A Social Climate Perspective on Home/School Relationships in the Early Secondary School Years.

National Middle School Association, Fairborn, Ohio.

Pub Date 81

Note-23p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-Behavior Problems; Communication Problems; *Discipline Problems; Educational Environment; Educational Practices; Family School Relationship; *Institutional Characteristics; Intermediate Grades; Junior High Schools; Middle Schools; Parent Student Relationship; School Surveys; Statistical Analysis; Student Attitudes; Student Behavior; Student School Relationship; Tables (Data)

The social climate of the early secondary school may be partially responsible for deteriorating parent-child communication and increasing misbehavior among early adolescents. Six hypotheses derived from this assertation were tested by surveying 501 parents and 661 students. The students, in grades 5 through 8, were enrolled in 10 schools that move students from elementary to secondary school between grades 6 and 7. Student and parent questionnaires were constructed to measure school social climate with respect to home-school relationships, parent-child communication patterns, and alienated or deviant behavior. Data analysis included analysis of variance, t-tests, Pearson correlations, partial correlations, and regression procedures. The study found that, as students enter secondary school, they experience a significant, abrupt decrease in home-school relationships and degree of parent-child communication. An abrupt increase in reports of alienated or deviant behavior also occurs. The results indicate that the linkage between the home and school environments breaks down significantly as students enter secondary school and that this change is detrimental to both environments. The implications for administrators and teachers are pointed out. Tables and charts illustrate the findings. (MLF)

ED215442 EA014589

Bernardin, H. John; And Others

The Applicability of Organizational Effectiveness Models for School Systems. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jun 81
Contract No-NIE-053-363933-1
Note-155p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Educational Research; Elementary Secondary Education; Goal Orientation; Measurement Techniques; *Models; Organizational Effectiveness; Outcomes of Education; Research Design; Systems Approach
Identifiers-*School Effectiveness

Researchers review the theoretical and empirical literature to investigate how models of organizational effectiveness can be applied to the study of school effectiveness in public elementary and secondary education. The authors consider nine models grouped into two sets: goal-centered models and systems-oriented models. The goal-centered group comprises the rational-goal, management-by-objectives, functional, and cost-benefit models. The systems-oriented concepts include the systems-resources, functional-structural, managerial process, organizational development, and Likert-ISR models. The authors discuss each model's applicability to education, problems in applying the model, and the outcome variables the model uses to measure school effectiveness. Four problems in the models are identified: (1) preoccupation with outcome instead of process variables, (2) use of deficient criteria of effectiveness, (3) lack of empirical support, and (4) lack of clarity regarding major variables. The authors propose a process-based model of effectiveness that includes variables related to organizational climate and human resources. After discussing past research designs for investigating school effectiveness, they suggest a research design that considers issues of data aggregation, sample size, and the validity of outcome criteria. (Author/RW)

ED215467 EC142126

Fuchs, Lynn; And Others

Teacher Efficiency in Continuous Evaluation of IEP Goals.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington,

Report No-IRLD-RR-53

Pub Date Jun 81

Contract No-300-80-0622

Note-60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Curriculum Evaluation; Disabilities; Elementary Education; Elementary School Teachers; *Individualized Education Programs; Program Evaluation; *Rural Education; *Special Education Teachers; *Teacher Effectiveness

A series of 5 studies, involving 10 special education elementary teachers in a rural educational cooperative, examined teacher efficiency in employing repeated, curriculum based measurement of individualized education program goals. The first study established a baseline rate of teacher efficiency; the next three studies examined the effect of alternative measurement strategies on that efficiency; a final study followed up the efficiency of these teachers 1 year after training and contrasted their efficiency with the efficiency of a group of teachers who had been trained differently. Single case experimental designs and descriptive statistics were employed. Results indicated that measurement activities were time consuming for teachers at first, but that systematic procedural changes did improve the teachers' efficiency. Additionally, the followup study revealed that teachers who were trained directly had improved their efficiency by the end of the year, while teachers trained primarily by means of manuals had reduced their efficiency. This suggested that face to face training procedures might affect initial teacher efficiency as well as improvement in efficiency over time. (Author)

ED215513 EC142173

Loewenstein, Arline; And Others

Children's Group Manual. TOPS Program: A School/Mental Health Cooperative.

Dade County Public Schools, Miami, Fla.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date Aug 81

Grant-G007903062

Note-35p.; For related information, see EC 142 174. Prepared by the Division of Student Services.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Modification; Elementary Education; *Emotional Disturbances; *Group Therapy; *Mental Health Programs; Therapists

Identifiers-*Training Outreach Prevention School

The first of two booklets on the TOPS Program (Teaching Outreach Prevention School), a school/mental health cooperative project, describes the operation of group work for elementary aged children with emotional and behavioral problems. Goals are said to include increasing the students' feelings of acceptance, caring, and support as well as modeling appropriate social behavior as a group member. Group operation is outlined, along with limit setting procedures and techniques (such as puppets and relaxation) that have proven successful. Desirable therapist qualities are listed, such as the ability to be comfortable with conflicts and to remain marginal to the group but available for help. TOPS is explained to use a structured behavioral management system in which children are helped to internalize controls. (CL)

Reynolds, Michael J.
Communicative Syllabus Design--The Topic and Task Approach.
Pub Date Sep 81
Note-19p.; Revised version of a paper presented at the Annual Meeting of the British Association for Applied Linguistics (Sussex, England, September 19, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communicative Competence (Languages); *Course Content; *English for Special Purposes; Grading; Postsecondary Education; *Program Design; Second Language Instruction; Student Needs

An English for Special Purposes (ESP) program, devised for students of the School of Environmental Design at the English Language Centre of King Abdul Aziz University, Jeddah, is described. The course is intended to be of direct relevance to students by developing their English language skills and giving them a basic professional vocabulary. A topic and task approach was devised in order to unite the three demands of an ESP program, namely linguistic, conceptual, and methodological needs. Six principles of the topic and task approach are outlined as follows: (1) the content, derived from the discipline, must be relevant to the learner's purpose; (2) one learns by doing; (3) the language is perceived by the learners as a necessary means to a desired end; (4) error is tolerated and even encouraged; (5) there is a focus upon language as the need arises; and (6) attention is paid to the learner's expectations, previous knowledge, and learning styles. It is indicated that the principles are made operational through the topic and task approach, which lays equal stress upon content and methodology. The actual program is described with regard to its structure, and the way topic and task are integrated in projects. The problems of generalizability, specific or general content and methodology, teacher competence, and evaluation are discussed. (AMH)

ED215217 CE032150

Campbell, Paul B.; And Others

Employment Experiences of Students with Varying Participation in Secondary Vocational Education. A Report Based on Transcript and Interview Data of the 1979 and 1980 National Longitudinal Survey New Youth Cohort.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Oct 81

Contract No-300-78-0032

Note-138p.; For related documents see CE 032 151 and ED 209 476.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Educational Policy; *Employment; *Employment Level; *School Role; Secondary Education; *Student Participation; Unemployment; *Vocational Education; *Youth

Identifiers-National Longitudinal Survey Youth Labor Market Ex

This study used a new specification of participation in vocational education to estimate the effects of high school curriculum on the labor market experiences of youth. Five patterns of participation developed in an earlier study--intensity of training, continuity of training, proximity of training to time of graduation, diversity of program areas, and the addition of logically related study outside the main area of specialization--were identified and labeled Concentrator, Limited Concentrator, Concentrator/Explorer, Explorer, and Incidental/Personal according to degree of involvement in vocational education. Estimates were derived for effects on earnings, training-related placement, labor force status, job prestige, and other job characteristics using data from the National Longitudinal Survey of Labor Market Experience (NLS), New Youth Cohort, supplemented with high school transcripts of survey participants. It was found that increasing concentration in vocational education (the three concentrator patterns) increased likelihood of holding a conventional job (as classified by Holland). It was also found that Incidental/Personal and Concentrator/Explorer participants were much less likely than Concentrators or Limited Concentrators to be in training-related employment; and that Women Concentrators earned more per week than respondents who took no vocational courses. The study concluded that vocational education policy should be concerned with inducing pride in work, with looking at long-term training needs, with emphasizing helping disadvantaged groups, and with working within the prevailing economic conditions. (KC)

Humphrey, Fred, Ed.; And Others

Facilitating Leisure Development for the Disabled: A Status Report on Leisure Counseling.

Maryland Univ., College Park. Dept. of Recreation.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 80

Grant-OE-G00780-1430

Note-114p.; Papers presented at the National Forum on Leisure Counseling (Oglebay Park, Wheeling, WV, 1979).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Counseling Services; Ethics; Human Services; Interdisciplinary Approach; *Leisure Time; *Professional Occupations; Quality of Life; Recreational Activities; *Recreational Programs; *Research Needs; *Standards

Identifiers-*Leisure Counseling

This document contains selected papers from the 1979 National Forum on Leisure Counseling. The initial paper is designed to guide the efforts of the Forum participants and to facilitate a more efficient use of time and resources by providing an historical review of literature relevant to certain issues in leisure counseling. The next paper provides reviews, overviews, and previews of selected leisure counseling issues, while a third paper on leisure counseling theory and practice considers the different approaches required by different goals. An article on interdisciplinary approaches to leisure counseling discusses the nature of man, the practice of leisure counseling, and the profession of leisure counseling. Professional issues in leisure counseling are addressed in the next paper and the role of recreation and park professionals in the field is explored. The final chapter reflects on

and synthesizes input and recommendations from the conference. A selected bibliography is followed by an appendix containing reports of small work groups at the Forum which met to discuss various issues. Group reports are provided on approaches to leisure counseling, training needs, research needs, and the need for ethics in leisure counseling. A list of Forum participants concludes this volume. (NRB)

ED215339 CS006656

Gaswind, Janice

Language Ability and Reading Achievement of First Grade Children.

Pub Date May 82

Note-28p.; M.A. Thesis, Kean College of New Jersey.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Beginning Reading; Correlation; Grade 1; *Language Skills; Primary Education; *Reading Achievement; *Reading Instruction; *Reading Research

A language screening test and a standardized reading test were administered to 41 first grade children to determine if there was a significant correlation between language ability and reading achievement as measured by the tests. The tests were hand scored and the results analyzed using the Pearson product moment correlation. The findings indicated a significant relationship between language ability and reading achievement. (FL)

ED215488 EC142147

Welton, Johnny W.; And Others

Individualized Educational Program: Monitoring Anaysis Plan. Final Report.

Santa Clara County Superintendent of Schools, San Jose, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date Aug 81

Note-161p.; For related information, see EC 142 146.

Available from-IEP MAP, Division of Special Schools, Office of the Santa Clara County Superintendent of Schools, 100 Skyport Dr., San Jose, CA 95115 (no price quoted).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Demography; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Program Evaluation; Teamwork; *Test Reliability

Identifiers-*IEP Monitoring Analysis Plan

The study examined the individualized education program (IEP) process by investigating and observing instructional settings, interviewing IEP service providers, and reviewing handicapped students' records. Ninety students were randomly selected for examination of their IEPs. Data were collected, recorded, and analyzed by using record review, interview, and questionnaire instruments. Internal consistency reliability analyses for all the scales within every instrument of the IEP Monitoring Analysis Plan were satisfactory. The congruences among the factors of IEP assessment, IEP objectives, IEP services, materials and equipment, and implemented program services were reported as 69.4% total match. When IEPs written by multidisciplinary teams and annual review teams were compared, in every factor matched the annual review team percentage was higher. There were significant differences in opinions among the groups of service providers (resource specialists, speech and language specialists, regular and special educators) on all three service provider questionnaire scales. The data indicated that the demographic variables of number of team members, types of specialists represented on the team, type of handicapping condition, age and ethnicity did not affect the IEP characteristics or the opinions of the service providers. (Author/CL)

ED215538 EC142198

Capable Reader Program: Pre-Test. Bulletin No. 1308.
Beloit Public Schools, Wisc.
Pub Date Jan 81
Note-23p.; Parts are marginal and may not reproduce well. For related documents, see EC 142 192-199.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academically Gifted; Critical Reading; Elementary Education; Pretests Posttests; *Reading Comprehension; *Reading Tests

Part of a curriculum series for academically gifted elementary students in the area of reading, the pretest contains 45 reading comprehension questions evaluating various critical reading skills. (DB)

ED215581 FL012884

Teaching English to Cubans. General Information Series #25. Refugee Education Guide.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date Oct 81

Grant-96-P-10002-01

Note-80p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Bilingual Education; Contrastive Linguistics; *Cubans; *English (Second Language); Grammar; *Lesson Plans; Phonology; Postsecondary Education; *Pronunciation Instruction; Refugees; Secondary Education; *Spanish Speaking; Spelling Instruction

This guide has three sections dealing with information of use to persons involved in teaching English as a second language (ESL) to Cubans. First, it provides information on the current Cuban educational system and the level of literacy found among Cuban adults in Cuba. Secondly, it gives a brief overview of the Spanish spoken in Cuba with special attention to its pronunciation and spelling. Finally, it presents teaching materials that deal with the particular pronunciation problems Cuban students might have in learning English. In this final section, the major points of difference between English and Cuban Spanish pronunciation are presented in chart form and 33 pronunciation lessons are outlined. The lessons consist of minimal pairs, minimal sentences, practice sentences, and notes. A detailed development of the first lesson is given to illustrate how the lessons can be presented to a class. (AMH)

ED215129 CE031817

McFarlane, Carolyn; Claudy, Carolyn B.

Conducting Follow-up Studies and Communicating Evaluation Results. Vocational Education Curriculum Specialist, Module 13.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-85p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Education; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; *Curriculum Evaluation; Educational Administration; *Followup Studies; Guidelines; Higher Education; *Information Dissemination; Instructional Materials; Learning Activities; Learning Modules; Management Development; Outcomes of Education; Postsecondary Education; *Program Administration; Program Effectiveness; Research Methodology; Secondary Education; Technology Transfer; Tests; *Vocational Education

Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

One of five modules in the administrative series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section summarizes the major activities included in planning for a follow-up evaluation. Actual conduct of a follow-up study is the focus of section 2. Suggestions are provided for sampling, developing the data collection instrument, conducting the data collection, and processing and analyzing data. The third section provides guidelines for interpreting and communicating evaluation results. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215146 CE031904

McKinney, Floyd L.; And Others
Factors Relating to the Job Placement of Former Postsecondary Vocational-Technical Education Students.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 82
Contract No-300-78-0032
Note-553p.

EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Educational Assessment; Education Work Relationship; *Job Placement; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; *School Business Relationship; School Community Relationship; *Technical Education; *Vocational Education

This study attempted (1) to identify factors relating positively and negatively to job placement of postsecondary vocational-technical education students; (2) to provide detailed descriptions of the education and community processes appearing to influence job placement; and (3) to generate hypotheses concerning variables relating to job placement. Data for the study came from a review of the literature, case studies, and a mail questionnaire received from 2,599 persons in 31 postsecondary institutions. Concerning the postsecondary educational institutions, findings indicated that higher job placement seems to occur in institutions in which (1) personnel and teachers are committed to and enthusiastic about the placement of students in a job related to their training; (2) administrators and teachers are committed to interactions among community, labor, and business organizations in order to support job placement; (3) job placement specialists and counselors serve as the initial sources of information about job openings and provide clearinghouse and support functions; (4) advisory committee input is sought; (5) planning is related to community and state economic development efforts, especially to anticipated labor demand and supply; (6) work experience programs are available; and (7) job placement rates are used as a program evaluation criterion. Higher job placement rates were also found in postsecondary institutions where there is a high demand for labor in the surrounding area; and the medium-sized community is supportive of vocational-technical education. Recommendations for action were made to Congress, the Department of Education, state government agencies, postsecondary institutions, and teacher education institutions. (KC)

ED215276 CG016009

Wedel, Cynthia; And Others

[White House Conference on Aging, 1981. Creating an Age Integrated Society: Implications for Spiritual Well-Being. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-13; TCR-13

Pub Date 81

Note-77p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Aging (Individuals); Church Programs; *Church Role; *Futures (of Society); *Older Adults; *Public Policy; Religious Factors; *Religious Organizations; Services; Social Attitudes; Trend Analysis; Values

Identifiers-*White House Conference on Aging

This Technical Committee Report focuses on theological, ethical, and spiritual values within the context of spiritual well-being from the perspective of institutionalized religion in America. The place of organized religion in regard to aging and its role in developing national aging policies is examined. A presentation of the data base for this report includes a review of previous White House Conference goals, programs for the aging under religious auspices, national, regional, and area level programs, and local congregations. The present situation is reviewed and future trends are projected. Major findings of the committee are discussed which emphasize the importance of spiritual well-being for the elderly and the need for spiritual principles in developing national policies. Key issues identified by the committee are discussed in the categories of: (1) holistic aging policy and spiritual well-being; (2) religious institutions as architects of societal attitudes; (3) religious institutions as providers of services; and (4) the role of religious institutions in meeting spiritual needs of the elderly. Six recommendations for national policy on aging are enumerated. An appendix containing additional relevant materials and an executive summary of this report are also included. (NRB)

ED215317 CS006613

Shannon, Patrick

On Mastery Learning: Some Unwarranted Managerial Constraints Placed on Teachers during Their Reading Instruction.

Pub Date Apr 82

Note-21p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques; Educational Theories; Elementary Secondary Education; *Mastery Learning; Negative Attitudes; *Reading Instruction; Reading Programs; *Teacher Role; *Teaching Methods

Identifiers-*Theory Practice Relationship

Examining the translation of mastery learning theory into the practice of reading programs, this paper challenges the appropriateness of mastery learning for reading instruction. Noting that the use of the term "mastery" is arrogant, conservative, and dogmatic, the paper explores the ramifications of translating mastery learning theory into classroom practice. The paper shows that limited time for learning to read, mastery learning's assumption that all students should learn the same content, and the schools' need to regain public confidence have forced reading instruction to become a managerial rather than educational concern, thereby limiting teachers to the role of using prepackaged materials designed outside of their instructional context. This thesis is supported by brief descriptions of two exemplary mastery reading programs--one in Chicago and one that served as a model for Right to Read. (RL)

ED215361 CS206850

Ziv, Nina D.

What She Thought I Said: How Students Misperceive Teachers' Written Comments.

Pub Date Mar 82
Note-59p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classroom Communication; College Students; Expository Writing; *Feedback; Higher Education; Intervention; *Student Reaction; Student Teacher Relationship; *Teacher Response; *Writing Evaluation; *Writing Instruction; Writing Research
Identifiers-*Revision (Written Composition)

A college expository writing instructor investigated how students perceive teacher intervention during the writing process and how written teacher comments affect successive drafts of student compositions. During the semester, four students were asked to react on tape to the comments the instructor wrote on the second drafts of their compositions and then to use those comments to write a final draft of their papers. The comments were intended to stimulate revisions that would improve the quality of the texts. However, in many cases, there were few changes and the major effect of the comments was to create dissonance in the students' minds between their perceptions of what they had written and the teacher's perceptions as a reader of the texts. The students responded to this dissonance in a variety of ways: one attempted to resolve it by trying to follow the suggestions, some attempted to defend what they had written, while others avoided dealing with the comments by deleting the sentence, word, or section of the text in question. These responses indicated that inexperienced writers do not have the strategies with which to resolve the dissonance such teacher comments create. If teacher comments are to be helpful, they should not only indicate the problems a reader is having with a text, but also suggest strategies to help the student writer solve these problems. (HTH)

ED215598 HE014833

Piper, David Warren, Ed.

Is Higher Education Fair? Proceedings of the Annual Meeting of the Society for Research into Higher Education (17th, Guildford, Surrey, England, December 1981).

Society for Research into Higher Education, Ltd., London (England).

Report No-ISBN-0-900868-82-1

Pub Date 81

Note-211p.

Available from-The Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education; Adult Students; Civil Rights Legislation; Comparative Education; Disabilities; English (Second Language); *Equal Education; Ethnic Groups; *Foreign Countries; Geographic Distribution; *Higher Education; Minority Groups; *Nontraditional Students; Place of Residence; *Social Bias; Social Class

Identifiers-Europe; *Great Britain; United Kingdom; United States

Various forms of bias in the British higher education system are examined in ten papers presented at a conference on "Biases in Higher Education." After an introduction by David Warren Piper, Tyrrell Burgess links the Popperian paradigm of scientfic method to the practical possibility of a nonexclusive education system. In "Bias Is of the Essence," he examines the theory of knowledge and learning that would eliminate the systematic biases of the system. Bill Williamson in "Class Bias" compares the class structure of the British system with that of other European countries, and claims that higher education, and the universities in particular, play a decisive role in structuring demand for places. John Richardson, writing on "Geographical Bias," draws on work from counties where geographical distances are so great that the effect on people's chances of becoming students in more obvious than on a small island. He suggests that the principal determinant of geographical inequalities in the provision of higher education is the economic resources of different communities, regions, or countries. Alan Little and Diana Robbins in "Race Bias" describe the working of discrimination laws in the United States. Alan Woodley cites evidence in "Age Bias" indicating that opportunities for adults in higher education have been increasing over the last decade. However, there is some evidence that many more adults are prevented from entering higher education and that those who so overcome the barriers to entry do not represent a cross-section of the adult population. Additional papers include "Sex Bias," by Dale Spender; "Religious Bias," by John Gay; "Disability" by Ronald Sturt; and "Language Bias," by Gordon Brotherston. A bibliography is appended. (SW)

ED215097 CE031714

Tindall, Lloyd W.; And Others

Handbook on Developing Effective Linking Strategies. Vocational Education Models for Linking Agencies Serving the Handicapped.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Pub Date Jan 82
Contract No-300-79-0671
Note-360p.; For related documents see CE 031 537-538.
EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Access to Education; Administrator Guides; Adult Education; Agency Cooperation; Change Strategies; *Disabilities; Educational Cooperation; Federal Government; Financial Support; Guidelines; Individualized Education Programs; Inservice Education; *Linking Agents; Models; Postsecondary Education; Program Costs; Program Development; Program Evaluation; *Program Implementation; Resources; *School Districts; Secondary Education; Services; *State Agencies; State Programs; Student Needs; *Vocational Education
Identifiers-Maryland; New Jersey; Virginia

A product of the Project on Vocational Education Models for Linking Agencies Serving the Handicapped, this handbook is designed to assist state and local level personnel to develop effective linking strategies that will help meet the needs of handicapped students. It consists of 11 chapters. Following an introductory explanation of the purpose and uses of the handbook and related publications, guidelines are presented for establishing and maintaining a local linkage committee. Development of local agreements is covered. Also examined are the roles of the Individualized Education Program (IEP) and the Individualized Written Rehabilitation Program (IWRP) in linkage agreements. In the next three chapters the following local level concerns are addressed: cost considerations in establishing and maintaining interagency linkages, inservice training to implement and sustain interagency linkages, and evaluation of interagency linkages. Guidelines are set forth for implementing interagency agreements. Comprising the final three chapters are discussions of three interagency linkage models in Maryland, New Jersey, and Virginia. (A related status report of interagency linkages at the state level and a description of federal agencies and organizations are available separately--see note.) (MN)

ED215296 CS006574

Hunsberger, Margaret

Phenomenology of Reading: When Child and Curriculum Meet.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; Curriculum; *Interaction; *Learning Theories; Questioning Techniques; Reading Instruction; Reading Processes; *Student Role; *Teacher Role

Identifiers-*Reader Response; *Reader Text Relationship

Proposing the meeting of student and curriculum as a dialogue, this paper explores that meeting as an active participation in which students both "hear" the voice of the curriculum and "speak" to it. The paper argues that for such a dialogue to occur, each participant's language must have not only ideas to share and questions to ask, but also spaces that invite the other to enter and contribute. It also suggests that a barrage of information and instructions from a teacher, the textbook, or another aspect of the curriculum might seem to the student to be more like an assault than an invitation to join in learning. The paper concludes with suggestions for ways that teachers can best participate in the dialogue between student and text. (FL)

ED215340 CS206754

Shaw, Ruth Jean, Comp.
Beverly Cleary: A Collection of Bibliographical Sources.
Anchorage Borough School District, Alaska.
Pub Date Sep 81
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; *Authors; *Childrens Literature; Elementary Education; *Literature Appreciation; Reading Materials; *Reference Materials
Identifiers-*Cleary (Beverly)

The intent of this annotated bibliography is to provide in one source as much bibliographical information as possible concerning the work of author Beverly Cleary. The bibliography is organized into four sections: (1) titles of children's books by Cleary, with annotations, book review citations, and information on availability; (2) biographical citations about the author; (3) information on awards won by her; and (4) a list of her current paperback titles. (RL)

ED215383 CS503807

Yingling, Julie M.

Women's Advocacy: A Dramatistic Analysis of the YWCA Imperative.

Pub Date Feb [illegible]

Note-16p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advocacy; Attitude Change; *Females; *Feminism; Minority Group Influences; Minority Groups; Nonprofit Organizations; *Organizational Change; *Organizational Communication; Organizational Objectives; Public Relations; Rhetoric; *Role Perception; Sex Role; Speech Communication; Trend Analysis

Identifiers-*Young Womens Christian Association

Although many women presently reject traditional roles, they continue to serve as advocates for various cultural groups that lack power. The phenomenon of "new volunteerism" may be an example of the advocacy that is emerging from the rejection of the caretaker role. The "new" volunteer may serve as board member, committee chair, and so on for nonprofit organizations such as the Young Women's Christian Association (YWCA). The recognition of a conflict between feminism and racism prompted the YWCA adoption of "The One Imperative," which reveals a militancy that intimates a recent attitudinal change and may well reflect a change in role identification and advocacy motive. A dramatistic analysis bounded by Kenneth Burke's pentad technique (what, how, when, who, and why) is a means of providing insights into the motive for the advocacy expressed in the Imperative. It reveals that the traditional role of caretaker, rooted in mystical philosophy, could no longer serve in its social capacity as a "higher" purpose for whites or for women. The demands of the transition to a new pragmatic philosophy called forth a role that better suited the identifications women were choosing and minorities were demanding. Advocacy, backed by power sharing, was the method demanded by the situation and responded to in the rhetoric of a new philosophy. The YWCA, as an organization uniquely capable of responding to the needs of women and minorities, was the only agency of its kind to do so. Its effectiveness was ensured at inception by the public nature of the act, its militant style, and its systemized audit process. (HOD)

ED215514 EC142174

Loewenstein, Arline; And Others

Parent Support Group Training Manual. TOPS Program: A School/Mental Health Cooperative.

Dade County Public Schools, Miami, Fla.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date Aug 81

Grant-G007903062

Note-47p.; For related information, see EC 142 173. Prepared by the Division of Student Services.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Assertiveness; *Behavior Modification; Behavior Problems; Elementary Education; Elementary School Students; *Emotional Disturbances; Group Guidance; Mental Health Programs; *Parent Counseling; *Parent Education

Identifiers-*Training Outreach Prevention School

The second of two reports on the TOPS Program (Teaching Outreach Prevention School), a group work approach for emotionally disturbed elementary students, describes TOPS' parent training and support groups. Reasons for parent groups are discussed, particularly for parents of children with emotional handicaps. Techniques for motivating parents are noted, including providing opportunity for information sharing and suggestion giving. The thrust of the approach is said to be allowing parents to understand their child's behavior patterns and to help them handle the problems. Objectives and goals of parent training are presented along with the agenda for six sessions which focus on discipline, behavior management, and assertiveness training. Appended is a paper by S. Berkowitz, "ABC's of Behavior Modification." (CL)

ED215539 EC142199

Capable Reader Program: Post-Test. Bulletin No. 1429.
Beloit Public Schools, Wisc.
Pub Date Feb 81
Note-20p.; For related documents, see EC 142 192-198.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academically Gifted; Critical Reading; Elementary Education; Pretests Posttests; *Reading Comprehension; *Reading Tests

Part of a curriculum series for academically gifted elementary students in the area of reading, the posttest contains 44 reading comprehension questions evaluating various critical reading skills. (DB)

ED215079 CE031143

The Relationship of Regional Economic Growth Patterns to Education Funding Alternatives. A Summary. Occasional Papers in Educational Policy Analysis. Paper No. 3.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
Pub Date Oct 81
Note-14p.; For a related document, see ED 210 775.
Available from-Southeastern Regional Council for Educational Improvement, P.O. Box 12746, Research Triangle Park, NC 27709 ($1.75; 20% discount for five or more).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis; Demography; Differences; *Economic Development; Economic Factors; *Educational Finance; Employment Patterns; *Federal Aid; Financial Needs; *Financial Support; *Geographic Regions; Grants; Income; Needs Assessment; Position Papers; Public Policy; *Regional Characteristics; Trend Analysis
Identifiers-*Funding Formulas; United States (North); United States (South); United States (West)

Claiming that current federal educational funding formulas favor those same Sunbelt states that have recently undergone impressive economic growth, some individuals are calling for removal of per capita income factors from funding formulas in order to direct funds away from the Sunbelt and towards the northern or "Frostbelt" states. Examination of regional demographic trends, employment patterns, and indicators of economic well-being reveals that such a policy change would be a mistake for a number of reasons, including the following: (1) census data do not support the idea of a massive population migration into the Sunbelt states; (2) the idea of economic decline in the North, coupled with widespread prosperity in the South, is a myth that overlooks gains in per capita income and employment in every state and that ignores the continued deficiency of per capita income levels in the South; (3) federal spending policies are not biased toward the Sunbelt; and (4) elimination of income adjustments from funding formulas would not favor any one geographic region but would instead result in losses to numerous states in every region. (The complete version of the monograph covered in this summary is available separately--see note.) (MN)

ED215115 CE031803

Hamilton, Jack A.; Claudy, Carolyn B.

Field Testing Vocational Education Curriculum Specialist Materials. Final Technical Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Report No-AIR-76400-9/81-FR

Pub Date 30 Sep 81

Contract No-300-78-0562

Note-35p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Competency Based Teacher Education; *Curriculum Development; *Educational Administration; *Field Tests; Higher Education; Instructional Materials; *Learning Modules; Material Development; Postsecondary Education; Program Administration; Secondary Education; Teaching Guides; *Vocational Education

Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

A program for trained vocational education curriculum specialists (VECS), consisting of 16 modules, was written, revised, and field tested at 15 sites nationwide. The instructional materials were written to deliver the highest rated competencies based on a field survey of vocational educators and review by a national advisory panel of vocational education experts. VECS modules were designed to create or upgrade an individual's vocational education curriculum development and management skills. Additional materials developed were a guide for instructors and administrators and audio cassette tape for orienting potential users. For the field test a modified quasi-experimental, pretest/posttest, treatment group/control group design was used. Participants were undergraduates in vocational education teacher preparation, practicing vocational educators, and persons with occupational skills who wished to teach their specialty at 12 colleges/universities and two state departments of education. Field test evaluation forms were developed to measure cognitive and affective outcomes and to collect biographical information. Results of the national field test demonstrated that the modules increased knowledge of topics necessary to the successful performance of skills central to the VECS role. They also tended to increase peoples' confidence in their ability to perform these skills. (A list of materials produced is appended; a summary report is available as CE 031 802.) (YLB)

ED215199 CE032102

Bleach, Kathleen M.
Instructional Design Parameters in Industry.
Pub Date Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty; Cooperative Planning; *Cooperative Programs; *Education Work Relationship; Higher Education; Institutional Cooperation; Instructional Materials; *Learning Modules; *Material Development; *On the Job Training; Private Financial Support; *School Business Relationship; Teacher Developed Materials; Vocational Education
Identifiers-*RESIA Project

The Restructuring Education in the Sciences for Industrial Alignment (RESIA) project examined the feasibility of combining college science faculty and industrial experts to produce instructional materials. These materials were intended for on-the-job training and college credit. Through informal contact, professors were identified who were willing to be involved in the development of training materials and who would subsequently offer these materials in their own classes for college credit; in turn, companies were identified that were willing to provide an industrial expert and trainees to try out the developed training materials. The college faculty and industrial representatives were to work together. During the course of the project, which consisted of initiation, writing, production, and evaluation, the following problems were identified: companies were reluctant to carry the full cost of development, but resisted sharing costs with potential rivals; faculty were reluctant to assign college credit; the original consortium approach hindered the project. The experiment showed the following results: (1) an instructional designer is an essential component of the development process; (2) industrial representatives and faculty added important dimensions; and (3) industry welcomed input from qualified faculty and used the materials developed. (Author/KC)

ED215257 CG015990

[White House Conference on Aging, 1981: State Conference Reports from the Fifty States, District of Columbia, Guam, Navajo Nation, Northern Mariana Islands, Puerto Rico, Trust Territories of the Pacific Islands, and Virgin Islands.]

White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Pub Date 81
Note-781p.; Papers presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 991-CG 016 022.
EDRS Price - MF05/PC32 Plus Postage.
Descriptors-Aging (Individuals); *Government Role; Human Services; Individual Needs; *Older Adults; *Public Opinion; *Public Policy; *Quality of Life; *Social Services; State of the Art Reviews
Identifiers-*White House Conference on Aging

This document contains the 57 reports generated by the State White House Conferences held in each of the states and territories, and by the Navajo Nation from September 1980 through June 1981 in preparation for the National White House Conference on Aging. Each report provides information on the total number of participants in local/state/regional level rural and urban forums held to gather public opinions and viewpoints about the concerns of older Americans and the capacity of existing human services and social institutions to serve the needs of the elderly. Issues of concern expressed by forum participants are prioritized, focusing on such topics as income, housing, ageism, transportation, health care, public benefits, utility costs, crime, legal services, nutrition, and employment. In addition, policy recommendations are provided for each issue. (NRB)

ED215404 EA014504

Liggett, Lee B.

Discipline by Grade Reduction and Grade Denial Based on Attendance.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 82
Note-10p.; Chapter 4 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.
Available from-Not available separately; see EA 014 500.
Document Not Available from EDRS.
Descriptors-*Attendance; Court Litigation; *Discipline Policy; Due Process; Elementary Secondary Education; Grade Repetition; *Grades (Scholastic); Student Behavior; *Student Promotion; *Student Rights

The doctrine of in loco parentis (that school authorities stand in the place of a parent while a child is attending school) was always used to measure the rights of authorities relative to student conduct. In 1969, however, the Supreme Court rang the death knell for unrestricted control by school officials over students in its decision on "Tinker v. Des Moines." Several cases since then have established that there must be a reasonable basis for school rules, that due process must be observed, and that standards of conduct must be consistent with constitutional safeguards. The available cases on grade reductions and grade denials for disciplinary and truancy problems indicate that these actions are subject to due process consideration. Thus, the board of education's policy on disciplinary actions that could directly affect a student's academic standing must be clear and definite. Since class attendance and participation constitute a valuable portion of the education offered in public schools, it seems appropriate that a school board establish a minimum number of days in attendance as part of the academic requirements for promotion. (Author/WD)

ED215424 EA014546

Thierback, Gail L.

Teacher Involvement in Decision Making: An Analysis at the Middle and Junior High School Level.

National Middle School Association, Fairborn, Ohio.

Pub Date 81

Note-13p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-Intermediate Grades; *Job Satisfaction; *Middle Schools; School Surveys; Statistical Analysis; Tables (Data); *Teacher Administrator Relationship; Teacher Participation

Identifiers-*Participative Decision Making

Questionnaires concerning secondary teachers' involvement in decision-making and their perceived levels of job satisfaction were completed by 266 teachers from 23 Wisconsin middle and junior high schools. Urban, suburban, and rural schools enrolling from 350 to 1,150 students were represented. The teachers' responses to a four-point Likert scale asking about their actual extent of participation and their desired extent of participation in 20 decision issues determined whether researchers classified their decision condition as low, medium, or high involvement. Nine of the 20 decision issues related to the instructional/technical level and the remaining 11 related to the school-wide managerial level of decision-making. A two-way analysis of variance was used to test the main and interactive effects of the independent variables (decision condition and interest) on the dependent variable (job satisfaction). The results demonstrated that level of job satisfaction is directly proportional to the decision condition of teachers. The results imply that administrators should provide opportunities for teachers who are affected by a decision and are interested in the decision to be involved in making the decision. By so doing, administrators will increase teachers' perceived levels of involvement, and high levels of job satisfaction will result. (Author/MLF)

ED215443 EA014590

Johnson, William L.; Snyder, Karolyn J.

A.C.T. Administrators-for-Change-Training: Development of an Instrument.

Pub Date Feb 82

Note-30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association, (Austin, TX, February 11-13, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; *Administrator Education; *Attitude Measures; Educational Administration; Elementary Secondary Education; Higher Education; *Management Development; Questionnaires; Surveys; Tables (Data)

Identifiers-*ACT Administrators for Change Training Instrument; Multistate Surveys

Using a survey of 442 school administrators in eight districts in Arizona, Kansas, Missouri, North Carolina, and Texas, researchers developed a psychometric scale, entitled "A.C.T. Administrators-For-Change-Training Instrument," to assess administrators' desires for administrative training. An original 76-item A.C.T. scale was drafted and tested in the survey. Examination of the results of the survey, using factor analysis, refined the scale and measured its reliability and validity. The resulting A.C.T. instrument has 50 items grouped into seven component variables; each variable has at least five questions or items. The variables include the principalship, the school as an ecosystem, creative problem-solving, personal awareness, staff development, planning, and goal setting. For each item, a six-point Likert-type scale assesses the respondent's competence, desire for training, and familiarity with the item. The authors recommend using the A.C.T. instrument for data gathering and individual or group evaluation but not for prediction of administrator behavior. A copy of the 50-item A.C.T. instrument is attached. (RW)

ED215468 EC142127

The Role of Sheltered Workshops in the Vocational Education of Students in the Special Services School District of Bergen County.

Bergen County Special Services School District, Paramus, N.J.
Pub Date [82]
Note-94p.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adjustment (to Environment); Behavioral Objectives; Curriculum; *Daily Living Skills; *Disabilities; Needs Assessment; Self Care Skills; *Sheltered Workshops; *Student Evaluation; *Vocational Education
Identifiers-New Jersey (Bergen County)

The document reports the rationale, goals, objectives, and activities of a Bergen County (New Jersey) program to appraise students in the sheltered workshop relative to prevocational and vocational strengths and needs and to prepare students with the necessary knowledge, skills, and attitudes for functioning semi-independently in sheltered workshops or in comparable work environments in the community. Appendixes contain results from a needs assessment for vocational programing, curriculum based assessment data, workshop profile information, and evaluation forms. The curriculum based assessment data, which makes up the bulk of the document, is organized into three clusters (general, behavioral, and life skills) with each cluster broken down into specific skills which include the following: will demonstrate personal hygiene skills, will demonstrate socially appropriate verbalization/manners, and will strive to carry out agreed upon behavior contracts and expectations. Tasks involved with each skill are outlined where approoriate. (SB)

ED215540 EC142200

Grosenick, Judith K.; And Others

National Needs Analysis in Behavior Disorders. Working Paper: Disciplinary Exclusion.

Missouri Univ., Columbia. Dept. of Social Education.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date Sep 81

Grant-G007801066

Note-167p.; Print is marginal and may not reproduce well.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Compliance (Legal); Court Litigation; Disabilities; *Due Process; Elementary Secondary Education; *Emotional Disturbances; *Equal Education; *Expulsion; Federal Legislation; *Student Placement; *Suspension

Identifiers-Education for All Handicapped Children Act; Rehabilitation Act 1973 (Section 504)

The paper examines issues involved in disciplinary exclusion of seriously emotionally disturbed students. Distinctions are made between suspension and expulsion, and applicable federal legislation (including P.L. 94-142, the Education for All Handicapped Children Act and Section 504 of the Rehabilitation Act of 1973) is reviewed in terms of implications for free appropriate public education, least restrictive environment, due process, change of placement, and placement during proceedings. Four main issues surrounding disciplinary exclusion are considered: the relationship of the child's behavior to his/her identification as handicapped; limits to a school's responsibility to provide a free public education to handicapped students; decision making in disciplinary matters involving handicapped students; and procedural safeguards to be used if exclusion is elected. Court cases are cited which suggest that emergency exclusion of handicapped children is permitted so long as due process is followed, but that nonemergency (or permanent) exclusion may violate the mandates for free appropriate public education. Issues not yet addressed include whether individualized education programs should regularly include disciplinary consequences and possible effects of changes in the laws or regulations. Extensive appendixes include annotated court cases and relevant sections of federal legislation. (CL)

ED215560 FL012810

Andersson, Theodore

A Guide to Family Reading in Two Languages: The Preschool Years.

California State Univ., Los Angeles. National Dissemination and Assessment Center.; National Clearinghouse for Bilingual Education Arlington, Va.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Report No-ISBN-0-89755-055-2

Pub Date 81

Note-85p.

Available from-InterAmerica Researcn Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209 ($1.25).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingualism; *Child Language; Language Processing; Parent Child Relationship; Preschool Education; *Reading Instruction; *Verbal Development; Vocabulary Development

This book concerns a neglected aspect of the education of bilingual children, namely, their potential desire and ability to learn to read before age 5. The basis of the study is considered in the chapter on children as early learners, which provides accounts of children being taught to read from the age of 6 months to 4 years. The next part of the study is presented in the chapter on preschool reading and the bilingual child. Here accounts are given of how three families taught their children to read in two languages before the children entered kindergarten. It is noted that generally the parent-teacher's task consists of reading the child's wishes, inventing games to stimulate this interest, and including the child in their conversations and activities. It is also observed that early reading seems to be related to establishing a sense of personal and social values. The final chapter uses these accounts to develop specific methods and techniques for parents who wish to guide their children to early reading in two languages. (AMH)

ED215582 FL012889

Brown, Cheryl J.

Assessment of the Need for Verbal Language Instruction for Navy Recruits.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No-TAEG-TM-82-3

Pub Date Mar 82

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; Armed Forces; *English (Second Language); Enlisted Personnel; Language Proficiency; *Listening Comprehension; Minority Groups; *Speech Communication; *Testing

Identifiers-Navy

This study sought to determine the extent of the Navy's problem with recruits who have deficiencies in the verbal English comprehension skills necessary to complete recruit training. English language comprehension skills, particularly verbal comprehension, of a cross-section of new recruits were assessed at three training centers--Orlando, Great Lakes, and San Diego. In addition, relevant biographical information was gathered and used to identify the type of recruit likely to have deficiencies in verbal English comprehension. The variables considered included race and/or ethnic background, educational background, place of birth, and first language. In addition to an explanatory introduction, the report describes the testing procedures, the kinds of biographical data collected, the results of the testing effort, and conclusions and recommendations. (Author/AMH)

ED215615   HE014970

Sylvester, Sheila, Comp.

Educational Financial Aids: A Guide to Selected Fellowships, Scholarships and Internships in Higher Education.

American Association of Univ. Women, Washington, D.C.

Pub Date 81

Note-38p.

Available from-AAUW Sales Office, 2401 Virginia Ave., NW, Washington, DC 20037 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Fellowships; *Females; Graduate Students; Grants; Higher Education; *Internship Programs; Postdoctoral Education; Program Descriptions; *Scholarships; *Student Financial Aid; Student Loan Programs; Undergraduate Students

A guide to financial aid opportunities in higher education that was designed to serve as an information resource primarily for women is presented. The financial aid offerings are divided according to educational level: undergraduate, graduate, postdoctoral, and internships/traineeships. Information is also provided about loans and additional financial aid publications. For each of the scholarships, fellowships, grants, and internships/traineeships, the name and address of the sponsoring agency is provided and the purpose of the aid, requirements for selection, and applications procedures are briefly described. (SW)

ED215163 CE031922

Fletcher, Geneva

Equity from a State Administrator's Perspective. Research and Development Series No. 214G.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-33p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214G, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education; *Administrator Responsibility; Educational Legislation; Educational Planning; *Equal Education; *Federal Legislation; Nondiscriminatory Education; Postsecondary Education; Secondary Education; *State Boards of Education; *State Officials; Statewide Planning; *Vocational Education

Identifiers-Vocational Education Amendments 1976

Administrators at local, state, and national levels must be strongly committed to equal opportunity in vocational education. State administrators must fulfill mandates of Title II of the Education Amendments of 1976, including identifying major thrusts and challenges issued by Congress, identifying responsibilities of a state board/agency for administering vocational education, and providing a state staff for this board. Barriers to equitable job training and placement are institutional, personal, societal, and programmatic. Techniques available to state directors of vocational staffs for providing ready access to vocational training or retraining are greater involvement of agencies and individuals in process of state planning, emphasis on nondiscriminatory practices, sole state agency concept for governance, and renewed efforts in accountability and evaluation. The state director of vocational education and state vocational staff can ensure equity in vocational education programs through a separate state board, a state plan, positive approach to evaluation, linkages, equal employment opportunity and personnel procedures, and combined staff efforts. State agencies should locate and make available positive strategies to vocational administrators, research quality of service from various vocational education structures, and research strategies that increase utilization of equal opportunities for vocational education and job placement. (YLB)

ED215180 CE031994

Richman, Charles S.

Small Business Enterprises for Workers with Disabilities.

Institute for Information Studies, Falls Church, Va.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.
Report No-ISBN-0-935294-18-X
Pub Date 82
Grant-NIHR-22P-59-23613-03
Note-122p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Business; Business Skills; *Decision Making; *Disabilities; Financial Needs; Guidelines; Needs Assessment; *Program Development; *Program Implementation; Resources
Identifiers-*Entrepreneurship; Private Sector; Public Sector; *Small Businesses

Designed to make disabled individuals aware of their own potential entrepreneurial capacities, this self-help manual provides information to help potential entrepreneurs make appropriate small business decisions and to find needed information and resources. Following a discussion of entrepreneurship as an employment option, various topics relevant to the disabled entrepreneur are covered, including entrepreneurial success stories, entrepreneurship and the self-help movement, and home-based entrepreneurs. Examined in a section on small business opportunities for disabled workers are the small business climate, the disabled worker, and special government help. Following a profile of the entrepreneur, the entrepreneurial decision and decision-making help are addressed. In a section devoted to developing and organizing a business enterprise the following topics are discussed: gathering ideas for business opportunities, the business outlook, entrepreneurial business opportunity areas for the 1980s, and forms of business organization. Guidelines are set forth for developing a business plan. Outlined next are types and sources of public and private assistance. Completing the guide is a section on locating a new enterprise, determining capital needs, and getting good help. Appended to the manual are lists of Small Business Administration regional offices, state vocational rehabilitation programs, and university business development centers. (MN)

ED215218 CE032151

Campbell, Paul B.; And Others

Postsecondary Experiences of Students with Varying Participation in Secondary Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Jan 82
Contract No-300-78-0032
Note-72p.; For related documents see CE 032 150 and ED 209 476.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Attainment; Educational Policy; Enrollment; Job Skills; *Postsecondary Education; *School Role; *Secondary Education; *Student Educational Objectives; *Student Participation; *Vocational Education
Identifiers-National Longitudinal Survey Youth Labor Market Ex

This study examined the effects of secondary vocational education on the post-high school educational activities of youth. Data used in the study were taken from the National Longitudinal Surveys of Labor Market Experience, New Youth Cohort (NLS Youth), supplemented with information from the respondents' high school transcripts. Findings included the following: (1) a majority of high school graduates, both vocational and nonvocational, enroll in some type of postsecondary program; (2) higher levels of educational aspirations were associated with higher probabilities of postsecondary participation; (3) less frequent participation in postsecondary programs was found for minority youth with at least some vocational experience, although, for whites, secondary vocational education did not seem to reduce overall postsecondary participation; (4) class rank, and, for whites only, parents' education influenced secondary participation; (5) living in the West was associated with a higher attendance in two-year colleges; and (6) for certain subgroups, a higher unemployment rate and residence in a rural area showed an increased likelihood of postsecondary participation. Issues raised for policy considerations are these questions: Should secondary vocational training programs take the responsibility for fully equipping graduates with the necessary skills to enter the labor market immediately? Or, should vocational education simply provide the needed prerequisites for further training after high school? The study concluded that policymakers should be aware of the diversity of secondary vocational education when deciding these questions. (KC)

ED215236 CG015839

Zuehlke, Martha E.; Rogel, Mary J.

Adolescent Peers as Facilitators of Contraceptive Use.

Pub Date 25 Aug 81
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Research was supported by grants from the Michael Reese Hospital and Medical Center and from the MacArthur Foundation.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents; *Contraception; *Decision Making; *Females; Individual Differences; Intervention; Leadership Training; Peer Influence; *Peer Teaching; Pregnancy; Program Descriptions; Program Effectiveness; *Sex Education; Venereal Diseases

This paper describes the Young Adult and Adolescent Decision Making About Contraception program, an ongoing clinical research project designed to address the problem of unplanned adolescent pregnancy from a biopsychosocial perspective. The program is described as a peer-led intervention to promote the use of contraception by teenage girls at high risk for unintended pregnancy, designed on the basis of findings from a survey of girls (N=120) in the target population. A summary is included of survey findings which provides an assessment of important demographic, intrapsychic, and interpersonal factors differentiating successful contraceptors from unsuccessful contraceptors. The population is described, the intervention techniques are outlined, and perceptions of the strengths and weaknesses of the peer intervention are discussed. The content and peer group discussion format of the 12-week program are described along with the training and performance of peer leaders. General conclusions are drawn from the peer intervention experience and the success of the program is reviewed. (NRB)

ED215277 CG016010

Flemming, Arthur S.; And Others

[White House Conference on Aging, 1981. Older Americans as a Growing National Resource. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Report No-TCES-14; TCR-14
Pub Date 81
Note-47p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age Discrimination; Aging (Individuals); Employment Opportunities; *Federal Programs; *Human Resources; *Influences; Negative Attitudes; *Older Adults; *Public Policy; Social Change; Use Studies; Volunteers
Identifiers-*White House Conference on Aging

This Technical Committee Report describes various forces compelling the recognition of older persons as a resource and looks at the older person as a national resource. General gains that come from the utilization of the skills and experiences of older people are discussed and gains specific to the employer, society, and the older person are examined. Several opportunities for older persons which have been promoted or expanded by the federal government are described, including: (1) the Retired Senior Volunteer Program; (2) the Foster Grandparents Program; (3) the Senior Companion Program; and (4) the Senior Community Service Employment Program. A discussion of barriers to the fuller utilization of older persons examines age discrimination and negative attitudes about age, along with the older person's functional ability, fear of rejection, lack of finances, difficulties with transportation, fear of crime and concern for personal safety, and lack of information about opportunities to be a resource. Key issues are presented and specific recommendations are suggested for the federal government, employers, the volunteer sector, educational institutions, media campaigns, local communities, public, private, and non-profit sectors, and older persons themselves. An executive summary of this report is also included. (NRB)

ED215297 CS006586

Culbert, James P.

Discriminant Reaction Time as a Measure of Attention in the Reading Disabled Child.

Pub Date Mar 82

Note-9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention Span; Computer Assisted Testing; Dyslexia; Elementary Education; Learning Disabilities; *Reaction Time; *Reading Difficulties; *Reading Research; *Time Factors (Learning); *Visual Discrimination

A study was conducted to determine if attentional difficulties would be found in reading disabled children and to discover if increasing the complexity of a task would result in a relative decrease in the performance of the children. Twelve dyslexic boys, aged eight and nine, and 12 normal subjects similar in age and IQ participated in the study. The subjects were tested for reaction time and then completed a computer controlled test (Discriminant Reaction Time--DRAT), which combines reaction time and number discrimination and requires the subject to observe rapidly presented digits and to respond by pressing a button each time a designated number appears. If the subject responds before the next digit appears, the rate of presentation is speeded. If he or she misses the number or responds late, the rate is slowed. Performance is defined in terms of the average rate of stimulus presentation for the missed stimuli with a correction made for false hits. Results showed that the dyslexic children were significantly slower on reaction time when compared to the control group children and performed significantly worse than the controls on the DRAT. The poor performance on the DRAT supports the theory that reading disabled children are less able to focus on relevant task items for a sustained period. (FL)

ED215318 CS006614

Petrun, Craig J.; Belmore, Susan M.

Metaphor Comprehension and Cognitive Effort.

Pub Date Apr 81

Note-13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; College Students; Higher Education; *Language Processing; *Metaphors; *Reading Comprehension; Reading Processes; *Reading Research; Sentences; *Short Term Memory

A study investigated processing differences between metaphorical and literal versions of the same sentences. The purposes of the study were (1) to directly compare the on-line processing demands of metaphoric and nonmetaphoric sentences, and (2) to examine the consequences of such sentences for memory performance. The subjects were 39 college students who were shown 48 pairs of sentences, one a stimulus sentence and one a correct or incorrect paraphrase used as a verification task. A secondary task was used to measure the amount of cognitive capacity expended during sentence comprehension; on half of a subject's trials a brief click was presented through headphones while the subject was processing the verification-task sentence. The results showed that more cognitive effort was required for analyzing the meaning of a metaphor than for a literal sentence. The recognition data also showed that a sentence was remembered better when the meaning was conveyed metaphorically. Overall, the results suggested that different types of processing are involved in understanding literal and figurative language, supporting the idea that the amount of cognitive effort expended during comprehension is significantly related to memory performance. (RL)

ED215341 CS206765

Gibson, Claude L.

How an Understanding of Meaning Relationships Complements Writing as Process.

Pub Date Nov 81

Note-12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Coherence; *Cohesion (Written Composition); Higher Education; Sentence Combining; *Sentence Structure; *Structural Analysis (Linguistics); Teaching Methods; Writing Instruction; *Writing Processes; *Writing Skills

Identifiers-*Ideas; *Revision (Written Composition)

Knowing the connections between ideas and the interrelationships among groups of ideas is a skill that can be useful throughout the writing process. Writers who are aware of the meaning relationships existing between sentences and ideas can discover the logical possibilities inherent in their topic at the prewriting stage, determine patterns for development at the organizing stage, develop their content at the writing stage, and expand or reduce for improved emphasis at the revising stage. Sixteen meaning relationships have been identified for use and study by student writers, including (1) related action, (2) parallel idea, (3) contrast, (4) alternative, (5) balanced comparison, (6) result, (7) cause, (8) question, (9) answer, (10) definition, (11) amplification, (12) sample item, (13) sample fact, (14) supporting data, (15) generalization, and (16) inference. Meaning relationships can be especially useful in the revision stage, where students can read their rough drafts line by line for the purpose of expanding ideas by time, place, person, thing, reason, result, example, enumeration, addition, transition, restatement, and summation. The application of these connective relationships can help students combine and subordinate the ideas they present in their writing, thereby improving the coherence of the writing. (RL)

ED215489 EC142148

Myers, Richard K.

Employer and Graduate Ratings of Competencies of First Year Special Education Teachers.

Pub Date Dec 81

Note-57p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Competence; *Disabilities; Elementary Secondary Education; Graduate Surveys; *Special Education Teachers; *Teacher Education; Teacher Evaluation; *Teaching Skills

Identifiers-Noncategorical Teacher Education

Competencies of two groups of first year special education teachers were compared: 109 graduates whose training was primarily categorical and 99 graduates whose training was primarily noncategorical or comprehensive. Results of surveys on competencies completed by Ss and 27 Directors of Special Education in Pennsylvania intermediate units revealed that while the order of the rankings of competencies were similar for both groups of respondents, graduates ranked competencies related to legal mandates considerably lower and those related to teacher development somewhat higher than employers. No significant differences were found between categorically and noncategorically trained students. (Appended materials include survey forms and rating scales.) (CL)

ED215362 CS206851

McLeod, Alan M., Ed.

Teaching Exceptional Students.

Virginia Association of Teachers of English.

Pub Date 82

Note-59p.; The Virginia Association of Teachers of English and Language Arts is an affiliate of the National Council of Teachers of English.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academically Gifted; Adolescent Literature; Dyslexia; Educational Assessment; Elementary Secondary Education; *English Instruction; *Exceptional Persons; *Language Arts; *Literature Appreciation; Mental Retardation; Physical Disabilities; Remedial Instruction; *Writing Instruction

This journal issue focuses on instructional methods for teaching the English language arts to gifted and handicapped children. The articles discuss a variety of topics, including (1) remedial language instruction; (2) improving a dyslexic student's spelling; (3) creative writing for the language disabled; (4) writing instruction for emotionally or mentally retarded mainstreamed children; (5) young adult literature featuring handicapped characters; (6) teaching ideas for exceptional students, including literature study and word origins; (7) writing enrichment opportunities for gifted students; and (8) decreasing testing in favor of more reading and writing. (HTH)

ED215515 EC142175

Ulissi, Stephen Mark

Issues in the Evaluation of Hearing Impaired Children and Adolescents.

Pub Date Apr 81

Note-24p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 9-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Deafness; Evaluation Methods; *Hearing Impairments; Mental Health Programs; *Student Evaluation; Testing Problems; Test Norms

Intended for mental health professionals who evaluate hearing impaired children and adolescents, the paper discusses issues of general concern. Areas touched upon include psychological and sociological effects from the hearing impaired subculture, complicating medical and physical disorders, and modification of assessment devices to remove the effect of sensory deprivation. A section outlining specific issues touches upon the nature and etiology of hearing impairments, factors (such as age of onset and amount of speech and auditory training) affecting implications of hearing loss, specific difficulties with English, and the use of nonverbal tests of intelligence. (CL)

ED215599 HE014834

Berendt, Brigitte

Improving Teaching and Learning in Higher Education. International Conference (West Berlin, Germany, September 28 - October 10, 1981).

German Foundation for International Development, Bonn (West Germany), Education, Science and Documentation Div

Pub Date 81

Note-146p.

Available from-Deutsche Stiftung fur Internationale Entwicklung, Postfach 120518, 5300 Bonn 1, Federal Republic of Germany (free).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-College Curriculum; *College Instruction; *Developed Nations; *Developing Nations; Economic Factors; Faculty Development; Financial Problems; Foreign Countries; Higher Education; *Instructional Improvement; International Educational Exchange; Research Skills; Teacher Role; Teaching Skills

Identifiers-*Africa; *West Germany

A report of a 1981 conference on improving teaching and learning in higher education sponsored by the German Foundation for International Development is presented. Topics include the following: problems of higher education specific to Africa and the Federal Republic of Germany, common problems, approaches to dealing with problems, units for higher education and staff development within the Federal Republic of Germany, concepts and practical examples for improving teaching and learning in developing countries, evaluation of the conference, and follow-up activities of the conference. Specific problems within the African countries are related to curricula that do not integrate the actual needs of the countries and unfavorable framing conditions for teaching and learning (e.g., big classes). The main problems within Germany and the European countries are caused by the recession. Common problems between Africa and Europe include different rewards for teaching and research. Different approaches to staff development programs in Germany are considered. For example, the unit in the Kassel/Witzenhausen focuses on the improvement of qualifications for teaching, research, and administration with the reintegration of participants from developing countries. The units in Gottingen and Berlin are also described, along with the the activities of the Frankfurt and Hamburg institutions. Practical approaches to improving learning were considered partly on the basis of the study tour. Follow-up activities include a workshop about improving teaching and learning and a newsletter on higher education in Africa. Excerpts from conference papers are appended. (SW)

ED215080 CE031144

Knapp, Charles B.

Issues in CETA Reauthorization. Occasional Papers in Educational Policy Analysis. Paper No. 4.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
Pub Date Jan 82
Note-35p.
Available from-Southeastern Regional Council for Educational Improvement, P.O. Box 12746, Research Triangle Park, NC 27709 ($1.75; 20% discount on five or more copies).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Strategies; *Delivery Systems; Disadvantaged; Educational Legislation; *Educational Objectives; Educational Planning; Educational Research; *Employment Programs; *Federal Legislation; Job Skills; *Job Training; Needs Assessment; Policy Formation; Position Papers; Program Administration; Program Design; Program Development; *Program Effectiveness; Program Improvement; Public Policy; Resource Allocation; Skill Development
Identifiers-*Comprehensive Employment and Training Act; Reauthorization Legislation

The following three major issues should be addressed during the Comprehensive Employment and Training Act (CETA) reauthorization debate: program objectives, program effectiveness, and CETA's reliability as a delivery system. Suggested as a tool to reduce unemployment, reduce inflation, reduce welfare dependency, and provide fiscal relief to state and local governments, CETA faces the danger of becoming a program that will, in an attempt to address conflicting objectives, fail to address any one objective well. Policymakers should also consider the fact that while on-the-job training and classroom training generate the highest post-program earnings gains, there is also evidence that carefully tailoring employment and training programs to the individual needs of participants is preferrable to a priori attempts to legislatively prescribe treatment. The key delivery system issue for the 1982 CETA reauthorization debate is to force a clear choice between centralization and decentralization. Analysis of past CETA performance indicates that the program's primary objective should be to reduce structural unemployment. Programs should emphasize training that is closely aligned with employer skill needs, and available resources should be targeted at the most disadvantaged. In addition, CETA should be decentralized and its operations should be more closely coordinated with other employment-related federal programs. (MN)

ED215098 CE031717

Gould, Catherine; Thompson, Stephen

Preparing Maine's Youth for the World of Work.

North East Educational Consortium, ME.
Spons Agency-Maine State Dept. of Educational and Cultural Services, Augusta.; Maine State Employment and Training Council, Augusta.
Pub Date Oct 81
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education; Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Education Work Relationship; Federal Programs; *Information Dissemination; Institutional Cooperation; Job Training; Occupational Information; Program Improvement; Resource Centers; Secondary Education; Shared Services; *Statewide Planning; Youth
Identifiers-*Comprehensive Employment and Training Act; *Linkage; Maine

A joint project in Maine was conducted to improve Comprehensive Employment and Training Act (CETA)/school collaboration in the delivery of career education services to students in grades 7-12. Following a needs assessment and successful application for a funding grant, participating agencies formed local CETA/career education linkage teams which were responsible for program planning and implementation. Each school system carried out the following programs: (1) development and implementation of a comprehensive career education curriculum for K-12; (2) implementation of five experimental career education programs; (3) establishment of a career education resource center; and (4) delivering career and occupational information. In addition, state-level subcontracts were let to contractors who completed a series of career education conferences and workshops throughout the state; performed a programmatic assessment of career education in Maine; published the Career Education Management Activity Guide; established a work education resource center; and published Maine's Work/Education Quarterly. As a result of the project, eight recommendations were made for increased funding for career education and increased linkages between the schools' career education programs and CETA agencies. (KC)

ED215147 CE031905

Budke, Wesley E.; Gordon, Ruth

Vocational Education Program Improvement. A Summary of State-Administered Projects in FY 1981.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jan 82

Contract No-300-78-0032

Note-25p.; For related documents see ED 194 768 and ED 198 263.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Vocational Education; *Curriculum Development; *Demonstration Programs; Educational Research; Elementary Secondary Education; Postsecondary Education; *Program Improvement; *Research Projects; *State Programs; Two Year Colleges; *Vocational Education

Identifiers-*Education Amendments 1976

This summary report presents information regarding the 899 research, innovative and exemplary, and curriculum development projects conducted under the Education Amendments of 1976 during fiscal year 1981. Following an introduction, the methodology used to compile the data is described. The findings section presents the data in six tables: (1) state program improvement projects by state, (2) state program improvement projects by legislative section, (3) recipients of project funding, (4) target educational levels, (5) problem areas addressed by projects, and (6) products and outcomes of projects. These conclusions are listed: the reporting system works, more funds are obligated for support services than program improvement, states obligate about equal amounts on the three categories, amounts obligated for projects vary considerably, projects have focused on every educational level and are being conducted by educational institutions and agencies at every level, and the greatest number of projects have focused on instructional improvement. Five recommendations are made: clarification and reinforcement of responsibility of state research coordinating units (RCUs) to supply program information, RCU personnel training to improve reporting of project information, expansion of tracking system to accommodate information about state support service and administrative activities, study of results of funding patterns and levels, and planning of multistate cooperative research and development efforts. (YLB)

ED215258 CG015991

[White House Conference on Aging, 1981: Health-Related and Medical Care Issues of the Elderly. Eighteen Reports.]

White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Pub Date 81
Note-724p.; Papers presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.
EDRS Price - MF04/PC29 Plus Postage.
Descriptors-Aging (Individuals); Anthologies; *Geriatrics; *Health Needs; Health Services; *Hygiene; Medical Care Evaluation; *Medical Services; *Older Adults; Patients; *Physical Health; Physician Patient Relationship; State of the Art Reviews
Identifiers-*White House Conference on Aging

This document contains the 18 papers on health-related and medical care issues of the elderly that were presented at the 1981 White House Conference on Aging. The materials focus on the following topics: physical mobility, death, heart disease, nutrition, injury, senile dementia, post-menopausaul women, gerontological nursing, learning and memory, oral health, osteoporosis, pharmacology, physician/patient relationships, psychosocial factors, cancer research, high-risk patients, and sleep. A table of contents provides an alphabetical-by-title list of the papers along with appropriate references, tables, and/or figures at the conclusion of each paper. (NRB)

ED215384 CS503808

Newhouse, Thomas L.; Spooner, Elizabeth Wing

A Skills Development and Apprehension Reduction Program for Communication Apprehensive/Reticent Students: An Alternative to Basic Course Instruction.

Pub Date Feb 82

Note-23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety; Change Strategies; Classroom Techniques; *Communication Problems; Communication Research; *Communication Skills; *Goal Orientation; Higher Education; *Program Evaluation; Skill Development; Speech Communication; Speech Curriculum; *Teaching Methods

Identifiers-*Communication Apprehension; Systematic Desensitization

A program was designed to reduce communication apprehension by using systematic desensitization, rhetoritherapy, and selected instructional strategies. Rhetoritherapy refers to the development of appropriate communication behaviors through a goal-setting procedure in which students learn to establish reasonable goals, ascertain behavior indicative of goal achievement, develop appropriate plans of actions, and carry out the plans for fulfilling their goals. An evaluation of this instructional program was conducted by comparing data on one class using the experimental program design to data on another class receiving regular instruction. The pre and posttest scores of communication apprehension, instructors' observations of student behavior, course evaluations, and students' self-reports revealed that the alternative instruction was superior to regular classroom instruction for students high in communication apprehension. (RL)

McCarthy, Martha M.

Emerging and Reemerging Issues in Church-State Relations.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-17p.; Chapter 5 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-*Court Litigation; Elementary Secondary Education; Private School Aid; Private Schools; Public Schools; *State Church Separation; State Courts; Tax Credits; Tuition

Identifiers-*First Amendment; *Supreme Court

In deciding on the constitutionality of a variety of practices involving schools, courts have been increasingly called upon to balance the two First Amendment religious guarantees--that Congress shall not make any laws respecting the establishment nor prohibiting the free exercise of religion. This fifth chapter in a book on school law discusses four topics concerned with church-state issues affecting schools that have generated legislative and/or judicial activity since 1980. The first issue, voluntary, student-initiated devotional activities in schools, remains cloudy. Legislative bodies continue to consider provisions authorizing student-initiated prayer periods in public education. Regarding the second issue, holding religious holiday observances and displaying religious symbols in schools, the important point is whether the primary effect of the action is secular. The third issue, state aid to nonpublic schools, has recently been rekindled due to the controversy over tuition tax credits. Paralleling this discussion has been an effort to reduce state regulation of nonpublic schools, the fourth issue. The Supreme Court has consistently refused to review lower court rulings pertaining to regulation, leaving the scope of state authority unclear. (Author)

ED215444 EA014593

Gile, Mary Stuart; And Others

Program Development: Procedures for Long-Range Planning.

New Hampshire State Dept. of Education, Concord.
Pub Date Feb 82
Note-97p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Guides; Educational Assessment; Educational Needs; *Educational Planning; Elementary Secondary Education; Evaluation Methods; *Long Range Planning; Needs Assessment; *Program Development; Student Evaluation
Identifiers-Elementary Secondary Education Act Title I

Intended particularly to help educators meet the requirements of Title I of the Elementary and Secondary Education Act, this handbook on long-range planning was also designed to be used by anyone needing to relate student needs to information gathered through planning and needs assessment activities. The first chapter describes the intent of long-range planning and provides key definitions. Chapter two discusses the four major processes in program development: long-range planning, annual assessment, selection of students for the program, and diagnosis of student needs. As outlined in chapters three and four, long-range planning and annual assessment involve preplanning, planning in committee, collecting relevant information, summarizing the data, and designing a program based on the information gathered. Chapter five covers the recording and summarizing of the relevant information, including achievement test scores, retention records, grades, and other performance indicators. The final chapter concerns the varied methods for developing Title I programs, urges consideration of several factors in the development process, and concludes with a program element checklist for assessing the adequacy of the program developed. Eight resource sets useful at different stages of the planning process are appended. (PGD)

ED215469 EC142128

Williams, W. Wes; Hasazi, Susan E.

Instructional Technology: A Systematic Approach to Remedying Everyday Educational/Classroom Challenge.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Dec 81
Contract No-400-76-0119
Note-127p.
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00, while supply lasts).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Disabilities; *Educational Environment; *Educational Technology; Elementary Secondary Education; *Program Development; *Remedial Instruction; Systems Approach; *Teaching Methods

The authors describe program organization and teaching/learning procedures which can be employed in the remediation of mildly to severely handicapped students. Following an introductory chapter, Chapter 2 describes ways to manage educational resources such as time, aides, support staff, and student teachers to maximize learning. A brief third chapter considers determining what and how to teach and utilizing ongoing assessment. A final chapter reviews procedures which can be employed in designing programs for difficult to teach learners. An educational environmental approach is stressed which makes three basic assumptions: (1) skills are taught, maintained, and generalized through the systematic arrangement of the environment; (2) educators are responsible and accountable for delineating the most appropriate arrangements for individual learners; and (3) learners should be taught skills they can fluently use and generalize across environments. (SB)

Turner, Solveig M., Ed.
Foreign Languages for the Professions: An Inter-Cultural Approach to Modern Communications. Proceedings of the [Center for International Higher Education Documentation] Conference (5th, Weston, MA, May 14, 1981). CIHED Conference Series, No. 3.
Northeastern Univ., Boston, Mass. Center for International Higher Education Documentation.
Pub Date 81
Note-101p.
Available from-Center for International Higher Education Documentation, Northeastern University, Boston, MA 02115 ($5.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids; *Business Communication; Careers; College Second Language Programs; *Communicative Competence (Languages); *Cross Cultural Training; Cultural Education; *Human Services; *Languages for Special Purposes; Postsecondary Education; Public Relations; *Second Language Instruction; Teaching Methods

The general focus of the papers in these proceedings is communication and the specific purpose for which persons study a foreign language. The following papers are included: (1) "Marketing Your Innovative Language Program," by S. Sadow; (2) "The Implementation of Taped Interviews in Foreign Language Courses," by J. Frommer and M. Collins Weitz; (3) "Language Skills and Intercultural Communications in U.S.-Japanese Trade Relations," by T. Iguchi; (4) "Are There Jobs for Foreign Language Students?" by P. Cholakian; (5) "Foreign Languages and the Multinational Corporation," by D. Blake; (6) "Business and Foreign Languages," by E. B. Nann; (7) "Business Students and Second Language Training: German for Business," by R. D. Hall; (8) "French for Agricultural Specialists in International Programs," by N. Fouletier-Smith; (9) "Why Should Human Service Workers Learn Spanish?" by G.W. Ross; (10) "Language and Culture as Barriers to the Provision of Social Services to Hispanics," by M. Drouyn; (11) "On-Site Training Courses in Spanish for Health and Social Service Personnel," by B. Kienzle; (12) "Personalizing Spanish for Medical Personnel," by J. Burckett-Evans; (13) "Cultural and Linguistic Fluency: Spanish for Mental Health Professionals," by M. Perez-Erdelyi; and (14) "The Rassias Foundation Approach to Spanish for Police Action," by D. Seniff. (AMH)

ED215583 FL012906

Fischer, Susan D.; Mayberry, Rachel

Levels of Sign Language Processing: Qualitative Measures.

Pub Date Dec 81

Note-14p.; For related document see ED 213 253; Paper presented at the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents; Adults; Age; Children; Cognitive Style; *Error Analysis (Language); *Language Processing; Linguistic Competence; Memory; *Phonology; *Semantics; Sentences; *Sign Language; Syntax

Identifiers-Deletion (Linguistic); Repetition (Language)

This discussion is based on the results of an earlier experiment in which four groups of deaf subjects, ranging in age of first exposure to signing from birth to over eighteen, were given lists of sentences in American Sign Language to shadow and recall immediately after presentation. It was found that in terms of overall accuracy, early learners outperformed late learners, that sentences were recalled and shadowed more accurately than scrambled sentences, and that shadowing was more accurate than immediate recall. This paper concentrates on an analysis of the errors in that experiment, since patterns of errors can give more clues as to how people process language. Three main categories of errors were classified--deletion, addition, and substitution. Addition and substitution errors were further classified into whether they were random, repetitions, semantic, phonological, or simultaneously semantic and phonological. Groups I (native) and II (5-7) pattern very similarly in both the number of errors and in the proportion of errors in the various categories. Those in group IV (18 plus) seem lost while those in group III (13-15) pattern similarly. Sentencehood has an effect on the performance of only the first two groups. The specific task leads to differential error patterns across the same groupings. (Author/JK)

ED215616 HE014973

Crockett, David S.

Using the ACT Student Profile Report (SPR) in Academic Advising.

American Coll. Testing Program, Iowa City, Iowa.
Pub Date 81
Note-12p.; Paper presented at the Annual Meeting of the National Academic Advisors Association (Indianapolis, IN, October 1981).
EDRS Price - **MF01/PC01 Plus Postage.**
Descriptors-*Academic Advising; *Academic Aptitude; Academic Aspiration; Career Planning; *College Freshmen; Decision Making; Extracurricular Activities; Higher Education; Interest Inventories; Profiles; Student Educational Objectives; *Student Evaluation; *Student Interests; Student Placement; Student Records
Identifiers-*American College Testing Assessment Program

The components of academic advising and the educational benefits to students are outlined and ways in which the American College Testing (ACT) Assessment Program can help are examined. The ACT Assessment Program is designed for use by students planning to enter postsecondary education and provides a base of information about freshman advisees. The ACT assessment Instrument consists of four academic tests written during a timed test session, and a Student Profile Section and interest inventory that students complete at the time they register for the assessment. The academic tests cover English, mathematics, social studies, and natural sciences, while the interest inventory is designed to measure six major interest dimensions and to relate an individual's interests to those of college seniors in a variety of educational majors. The Student Profile Section collects personal information; admissions/enrollment data; and information about extracurricular achievements and interests, high school course work, academic plans, and individual educational needs. Self-reported high school grades in four general areas are also collected as part of the registration procedure. ACT Assessment results are summarized on the Student Profile Report (SPR), which ACT sends to institutions designated by each student. A detailed explanation of the SPR is presented, using a sample form. Additionally, each of eight advising concerns is keyed to sections of the SPR. Information is presented on: how to use the Map of College Majors, the World-of-Work Map, and the Job Family List. The SPR presents a comprehensive picture of a student's needs, interests, background, and abilities and is available before the student's enrollment and advising conference. (SW)

ED215130 CE031818

Appleby, Judith A.

Managing Vocational Education Programs. Vocational Education Curriculum Specialist, Module 14.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-59p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Accountability; Administrator Education; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; Educational Administration; *Educational Planning; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Management Developmen[illegible]nagement Systems; Postsecondary Education; *Program Adminis[illegible]rogram Development; Secondary Education; Tests; *Vocation[illegible]on

Identifiers-Curriculum Management; Vocational Education Curriculum Specialists

One of five modules in the administrative series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section discusses management responsibilities in which the curriculum specialist might become involved. In section 2 are summarized the characteristics, advantages, and disadvantages of major planning and management techniques for use in vocational education. The third section reviews accountability in education, looks at essential components of an accountability system in vocational education, and describes the role of the curriculum specialist in the system. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215200 CE032103

Lentz, Linda P.

Needed: A Valid Measure of Women's Career Aspirations.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date Mar 82

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Change; *Career Choice; Career Education; *Career Planning; *College Graduates; Educational Research; *Females; Graduate Study; Higher Education; Nontraditional Occupations; *Occupational Aspiration; Occupational Mobility; Promotion (Occupational)

As part of a longitudinal study of women's and coeducational college graduates, women's career salience ratings and aspirations were compared. Participants were 1979 female graduates of 15 small, private, liberal arts colleges in the northeastern United States that had three selectivity levels: selective, very selective, and highly selective. A mailed questionnaire collected data on these variables: career salience, organizational level aspired to, innovativeness of career, and plans to pursue graduate education. One-way least squares analyses of variance indicated that more career salient women tend to plan for graduate education and enter less traditional careers but their aspirations on the organizational ladder are no higher than those of less career salient women. Results raised questions about women's career aspiration levels and women's roles and about measurement of women's aspirations. (YLB)

ED215237 CG015840

Jones, Barbara McComb, Ed.; And Others

Sexual Abuse of Children: Selected Readings.

National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No-DHHS-OHDS-78-30161

Pub Date Nov 80

Note-191p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; or LSDS, Department 76, Washington, DC 20401.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Anthologies; *Child Abuse; Child Advocacy; Children; *Crisis Intervention; *Family Problems; Fathers; *Parent Child Relationship; Sexuality; Therapy; *Victims of Crime; Violence

Identifiers-Incest; *Sexual Abuse

This volume of selected readings contains a wide range of materials on the subject of child sexual abuse. The eight chapters in Part I, written by the staff of the Child Protection Center, Children's Hospital National Medical Center, Washington, D.C., discuss the etiology and short-term management of child sexual abuse, describe an approach to crisis intervention services, and provide an outline of suggested case management procedures to be implemented upon intake and throughout the crisis phase of treatment. Materials in Part II deal specifically with incest, treatment and interviewing techniques, and sexual exploitation of children for commercial purposes. Several of the chapters focus on the problem of father-daughter incest and the issues associated with the long-term treatment that is often required in such cases. Many different perspectives concerning various theoretical and clinical aspects of child sexual abuse are presented. A collection of writings by adult and teenage victims of child sexual abuse is also included. The appendices contain several different hospital protocols developed to aid medical personnel in the physical examination and diagnosis of child sexual abuse cases, and a list of child abuse and neglect treatment programs that are equipped to treat child sexual abuse. (Author/NRB)

ED215319 CS006615

Bommarito, James W.; Leon, James A.

Enhancing Word Recognition Skills Among Learning Disabled Children by Means of Self-Instructional Training.

Pub Date [80]

Note-58p.; Tables may be marginally legible.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Autoinstructional Aids; Cognitive Processes; Elementary Education; *Individualized Instruction; *Learning Disabilities; Learning Theories; Programed Instructional Materials; Psycholinguistics; *Reading Achievement; Reading Comprehension; Reading Difficulties; Reading Instruction; *Reading Research; Special Education; *Teaching Methods; *Word Recognition

Identifiers-Reading Strategies

A study investigated the effectiveness of self-instructional strategies in enhancing the word recognition skills of learning disabled elementary school children. Subjects were 30 students in learning disabilities resource rooms whose word recognition skills were at least one year below expectancy, as measured by a standardized reading test, and whose IQs were average. The students were randomly assigned to either a control group or an experimental group. Materials used with the experimental group incorporated components of D. Meichenbaum's self-instructional approach, as well as elements derived from psycholinguistic theory and research that emphasize a simultaneous multilevel skill approach to the teaching of reading and instructional approaches facilitating the development of strategies by children for discovering invariant structures or generalizations relating to phonological, syntactic, and semantic information. All students were administered a measure of word recognition skills, an informal reading inventory, and a reading comprehension measure as pretests and posttests. Results showed that students in the experimental group performed better than control group students on measures of word recognition and on the informal reading inventory. There was, however, no significant difference in the performance of the two groups on the reading comprehension measure. (FL)

ED215363 CS206852

Fillion, B.; Wright, E. N.

Recent Research Re Language Learning and Classroom Processes. No. 162.

Toronto Board of Education (Ontario). Research Dept.

Report No-ISBN-0-88881-164-0

Pub Date Feb 82

Note-51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Classroom Environment; Classroom Research; Classroom Techniques; Elementary Secondary Education; *English Instruction; Language Acquisition; *Language Research; Literature Reviews; Student Teacher Relationship; *Teacher Effectiveness; *Teacher Role; *Teaching Methods; *Teaching Styles

A selective view of recent major areas of research into school processes related to language outcomes supports the contention of the Bullock Report and of many educational theorists who say that there is no one best way to improve language and literacy, but that schools and school variables can and do make differences. The research that is reviewed reflects the variations of research into processes and outcomes, and is comprised of (1) integrative studies of school processes and educational outcomes, (2) studies of language learners and language processes, and (3) selected studies relating to individual variables, such as teacher behavior and student achievement. The reported findings suggest that the greatest amount of language development occurs when teaching styles and classroom situations actively engage pupils in using language for purposes that the students see as meaningful. The reviewed research also tends to support the position that in the achievement of language development and basic literacy teachers must rely more heavily than usual on the active, cooperative participation of the child. This implies that the successful teacher uses thought-provoking questions during instruction and challenges students at their levels of ability while providing a great deal of success and positive reinforcement, particularly to the less able student in the lower grades. (RL)

ED215425 EA014547

Scheirer, Elinor A.

An Ethnographic Study of Informal Education in an English Middle School.

National Middle School Association, Fairborn, Ohio.

Pub Date 81

Note-11p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-Classroom Observation Techniques; *Educational Practices; Ethnography; Foreign Countries; Intermediate Grades; Junior High Schools; *Middle Schools; *School Organization; School Size; *Staff Development; *Student Teacher Relationship; *Teaching Methods

Identifiers-*England; Informal Education

Participant observation techniques were used to observe and analyze a system of "informal education" practiced in a state-supported middle school of 260 students in South Yorkshire, England. "Informal education" was the term used to designate the general nature of the educational methodology of the school. The study focused principally on the underlying patterns of school organization, the implementing of philosophical views regarding education, and inservice staff training. The research sought to identify factors affecting the success of informal education that might be applied in comparable American situations. Among these factors are limits on the size of the total school population, to allow all the teachers to relate to all of the students, and the definition of segments of the school day in terms of broad periods to allow time for teachers and students to work together. Other factors that seemed critical to the school's success are rituals of the school day, which allow for a balance among activities, and continual staff development. (Author/MLF)

ED215490 EC142149

Carlberg, Karen A.; And Others

A Survey on the Use of High Risk Register and Birth Certificate for Infant Hearing Screening.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date [81]
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Handicap Identification; *Hearing Impairments; *High Risk Persons; *Infants; *National Surveys; Neonates

To determine progress in identifying hearing loss in large populations of newborns, a questionnaire was sent to state agencies in 50 states plus the District of Columbia and the Virgin Islands. The questionnaire addressed three major topics: use of a high risk register, use of birth certificate screening, and future consideration of birth certificate screening. Among major results were that 13 states reported current use of a high risk register; in most states the register was the responsibility of the state health department; only one state (Utah) currently uses the birth certificate to identify high risk babies on a statewide basis; and the question of confidentiality brought a diverse response from the states. (CL)

Goldin, Sarah E.; Thorndyke, Perry W.
Spatial Learning and Reasoning Skill.
Rand Corp., Santa Monica, Calif.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No-ISBN-0-8330-0346-1; Rand-R-2805-ARMY
Pub Date Jul 81
Contract No-MDA-903-79-C-0549
Note-26p.; Rand Publications Series.
Available from-Publications Department, The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults; Cognitive Ability; *Cognitive Processes; *Cognitive Style; Learning Processes; Learning Theories; Maps; Map Skills; Memory; *Military Training; Navigation; Perception; Postsecondary Education; Problem Solving; Serial Ordering; *Spatial Ability; *Teaching Methods; Topography; Visualization

This research attempts to diagnose the skills required for successful spatial performance in order to provide a theoretical foundation for military training in such tasks as map reading, surveying, and navigation. It is known that successful performance on spatial tasks depends on task requirements (e.g., requisite knowledge, alternative paths to a solution) and the cognitive resources available to the individual (e.g., memory capacity, solution strategies, ability to perform solution operations). Different types of spatial knowledge and their functions in common spatial tasks were investigated and a series of seven studies were conducted, exploring alternative methods for presenting spatial knowledge; differences in individuals' ability to acquire and use that knowledge; and differences in their strategies for acquiring knowledge. The following conclusions were reached: (1) spatial knowledge sources should be selected on the basis of task requirements; (2) simulated navigation should be used as a knowledge source when environmental access is restricted; (3) selection of individuals should be based on task requirements; (4) selection of individuals should be based on basic abilities; and (5) training should be provided for spatial information processing strategies that are appropriate to the individual and the task. (KC)

ED215298 CS006587

Berg, Paul Conrad

Teachers that Make a Difference.

Pub Date Sep 81

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Creativity; *Critical Reading; Critical Thinking; Elementary Secondary Education; *Instructional Innovation; *Reading Comprehension; *Reading Instruction; *Reading Material Selection; *Reading Research; Teaching Methods

Identifiers-*Inference Skills

Citing studies by the National Assessment of Educational Progress and by Dolores Durkin, this paper argues that students are not being taught higher level comprehension skills, such as inference, and presents hypotheses explaining this failure. The paper suggests that emphasis on skills and drills and the typical programed format advanced by prepackaged teaching materials are not conducive to developing divergent thinking, an ability necessary for inferential and critical reading. The paper gives suggestions intended to encourage teachers to try more innovative and creative teaching methods, rather than following lockstep, the instruction from typical reading workbooks or learning kits. (HTH)

ED215342 CS206801

Blake, Robert W.

Starting Off a Student Whose Native Language Is Not English in a College Basic Skills Communication Course.

Pub Date Apr 82

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College English; College Students; Diagnostic Tests; *English (Second Language); *Foreign Students; Higher Education; *Individualized Instruction; Remedial Instruction; Student Needs; Student Teacher Relationship; Teacher Role; Teaching Methods; *Writing Evaluation; *Writing Instruction; Writing Skills

Nonnative English speaking college students often find themselves in a remedial course along with native speakers of English who are there on the basis of their high school performance. To determine how well the nonnative student can write, the English teacher could give a two-part diagnostic test. The first part of the test would assess the student's ability to rewrite sentences, correct errors, and combine sentences. The second part would be a classroom writing assignment. The teacher could then analyze the paper and discuss with the student what he or she needs to do to be a better writer. This discussion could be enhanced by a "student writing analysis sheet" that would arrange comments according to rhetorical task, relation of parts to whole, sentence structure, word choice, and mechanics. A writing program, based on the student's needs, could then be established that would (1) provide a natural sequence of writing activities, (2) require complete pieces of discourse, (3) provide interaction with classmates as the student goes through the composing process, (4) provide feedback on writing drafts through teacher conferences, (5) require completion of extensive and frequent sentence combining activities, and (6) provide many English mechanics exercises. (HOD)

ED215516 EC142176

Mackall, Philip L.

Counting System for Adding and Subtracting Using the Basic Facts.

Gallaudet Coll., Washington, D.C. Pre-College Programs.
Pub Date [81]
Note-13p.; A part of Project S.H.A.R.E.'E.M. (Selection of Homemade and Recognized Effective Educational Materials).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Addition; *Computation; *Disabilities; Problem Solving; *Subtraction; *Teaching Methods

A math teacher describes an approach to help special education students solve addition and subtraction problems through a system involving finger counting. The systems for subtraction and addition solve the problem faced by students unable to memorize facts and unable to use their fingers when numbers exceeded five. (Illustrations of the approach are given, with sample problems and activities appended.) (CL)

ED215541 EC142401

Fox, Daphne S.

Adult-Child Interactions and the Language of Hearing Impaired Children in a Preschool Setting. Directed Student Research. Final Report.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date [80]
Note-235p.; Parts are marginal and may not reproduce well. Directed Student Research Final Report on Project 443AH70025.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Hearing Impairments; *Interaction; *Language Patterns; Preschool Education; *Speech Communication; *Student Teacher Relationship

The study involving four teachers, two tutors, and ten preschool hearing impaired children investigated both the linguistic relationship between adult and child utterances and the teaching strategies involved in the process of interacting. A literature review focuses on three major areas--language interaction between adults and normally hearing children, studies of communication between parents and young hearing impaired children, and studies of relevant research regarding language learning in deaf children. The study involved videotaped sessions with the child in regular preschool activities and in a training session with the investigator, videotaped sessions of the child and teacher playing and discussing a story and the child and the speech/language tutor playing and discussing a story, and a session in the child's home in which the parent(s) was interviewed and audiorecorded. Among conclusions reached from findings were that the hearing impaired children were dependent upon the form of the adult input message for formulating their own messages to an extent not found with normally hearing children; that the responding to nonquestions with other imitations was a difficult task for the hearing impaired children; and that discourse development appeared to be interdependent rather than dependent upon a particular adult reaction or strategy with linguistic and nonlinguistic context influencing both the adult and the child in the dyadic exchange. Included in the appended materials are profiles of individual children, the six sequence picture story, instructions to teachers and tutors, procedures for transcribing videorecorded data, discourse analysis of child utterances and adult reactions, and a sample parental permission form. (SB)

ED215099 CE031718

Gould, Catherine

Career Education Management Activity Guide.

Maine State Dept. of Educational and Cultural Services, Augusta. Office of Career Education.

Spons Agency-Maine State Employment and Training Council, Augusta.

Pub Date 81

Note-114p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrator Guides; Advisory Committees; Agency Cooperation; Career Awareness; *Career Education; *Educational Planning; Elementary Secondary Education; Guidelines; Independent Study; Inservice Teacher Education; Job Placement; Labor Needs; *Learning Activities; Learning Resources Centers; Needs Assessment; *Program Development; *Program Implementation; Public Relations; Resource Centers; School Community Relationship; Teaching Guides; Video Equipment

Identifiers-Career Information System; Maine

This booklet, written by practitioners in the field, is designed to be a practical "how-to" guide to help teachers and administrators to set up a K-12 career education program. The first section of the guide presents a rationale for career education, and general information on setting up a local plan for comprehensive career education. The second section of the manual presents career education program activities for administrators, staff, and students. Activities proposed for administrators include a needs assessment, a career education plan, community action councils, a public relations program, and advice on working with Comprehensive Employment and Training Act (CETA) agencies. Staff activities suggested for developing and conducting a career education program include an inservice teacher education program, career education planning matrix, career resource centers, using video in career education, using media centers, using labor market information, and the Career Information Delivery System (CIDS) as a counselor/teacher resource. Activities which can be conducted for and by students are a career fair, a career awareness fair, mini-workshops, job shadowing, community-based learning, resource site development for community-based learning, independent study program, and a job placement program. For each activity, grade levels, objectives, information on how to conduct the activity, needed forms, and the name and address of a contact person is provided. All the activities were developed by career education teachers and administrators in Maine. (KC)

ED215116 CE031804

Hamilton, Jack A.

Adapting Vocational Education to the 80's Through Human Resource Development.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Feb 82

Contract No-300-78-0562

Note-22p.; Carolyn B. Claudy assisted the author in the preparation of this article. For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competency Based Teacher Education; Curriculum; *Curriculum Development; Educational Administration; Educational Resources; Field Tests; Higher Education; Information Dissemination; Information Utilization; *Labor Force Development; Learning Modules; Program Administration; Program Descriptions; Program Development; Program Improvement; Vocational Directors; *Vocational Education; *Vocational Education Teachers

Identifiers-Curriculum Management; *Human Resource Development; Knowledge Utilization; Resource Utilization; *Vocational Education Curriculum Specialists

With the prospect of less funds for vocational education, an innovative human resource development plan is needed to provide for improved and new training programs. Vocational teachers and administrators with curriculum development and management competencies will be required to develop curricula. Instructors will need to familiarize themselves with curriculum sources. As one part of the human resource development plan, instructors recruited from industry, vocational teachers and administrators, and students in teacher preparation programs will need to develop or upgrade skills in curriculum development and management. Vocational educators must be trained to use the best and most current curriculum as part of the human resource development plan. A knowledge utilization system is needed in which vocational instructors can gain access to the best available vocational curricula. A training program, vocational education curriculum specialist (VECS), has been field tested and found effective in creating or upgrading vocational education curriculum development and management skills (see note). The 17 competency-based modules in the program are appropriate for all instructional settings and teaching methods. (Project descriptions show how five field test sites used the modules.) Target populations range from undergraduate students to graduate students and practicing teachers and administrators. (YLB)

ED215164 CE031923

Hull, Marc E.

Equity from a Special Education Perspective. Research and Development Series No. 214H.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-36p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214H, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accessibility (for Disabled); Access to Education; *Compliance (Legal); *Disabilities; Educational Legislation; Educational Policy; *Equal Education; Federal Legislation; Mainstreaming; Policy Formation; Postsecondary Education; Secondary Education; *Special Education; State Legislation; Teacher Education; *Vocational Education

Equity in vocational education is of concern for the 17.5 million handicapped persons (ages 17-65) who are potential beneficiaries of vocational education. Handicapped persons meet inequities and barriers of all types, such as architectural, societal, and communication. For equity in vocational education to have genuine relevance for handicapped persons, there must also be equity in employment. Unfortunately, inequities they face in employment are too numerous and complex to be resolved without government intervention, which has come all too slowly. To ensure equity for the handicapped in vocational education, certain issues must be addressed, including compliance with state and federal laws, availability and accessibility of comprehensive vocational education, least restrictive environment and mainstreaming, making individual and programmatic accommodations, policymaking, equity in vocational education funding, preparation of vocational education personnel to teach the handicapped, and need for revision of curriculum materials for fair representation of handicapped persons. (YLB)

ED215219 CE032152

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 11: Sex Equity in Vocational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, First Session on H.R. 66 (December 16-17, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 82

Note-434p.; Not available in paper copy due to small print. For related documents see ED 204 590-591, ED 212 826, ED 213 971-972, and CE 032 240.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Affirmative Action; Civil Rights; Coordinators; Educational Legislation; Equal Education; Equal Opportunities (Jobs); Federal Aid; *Federal Legislation; Females; Hearings; Nontraditional Occupations; Postsecondary Education; Secondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; Sex Stereotypes; *Statewide Planning; *Vocational Education

Identifiers-Reauthorization Legislation; *Vocational Education Act 1963; *Vocational Education Amendments 1976

This is a report of hearings on December 16 and 17, 1981, before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, to extend the authorization of appropriations under the Vocational Education Act of 1963. The focus is the issue of sex equity in vocational education, especially the impact of the 1976 Amendments as regards accomplishments and problems that remain. Testimony includes statements and prepared statements, letters, supplemental material, etc., from over 30 individuals representing the National Commission for Employment Policy; American Vocational Association; National Advisory Council on Women's Education Programs; National Advisory Council on Vocational Education; California State Department of Education; New York State Department of Education; American Civil Liberties Union of Georgia; League of Women Voters; National Commission for Employment Policy; Southeastern Public Education Program, Columbia, South Carolina; Lawyers' Committee for Civil Rights Under Law; Connecticut's Permanent Commission on the Status of Women; Division of Vocational-Technical Education, Department of Education, New Hampshire; Coalition for Equal Vocational Opportunity; Full Access and Rights to Education Coalition; Project on Equal Education Rights; and Displaced Homemakers Network, Inc. (YLB)

ED215278 CG016011

Maddox, George L.; And Others

[White House Conference on Aging, 1981. Creating an Age Integrated Society: Implications for Societal Institutions. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-15; TCR-15

Pub Date 81

Note-72p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Aging (Individuals); *Futures (of Society); Human Resources; Institutions; *Long Range Planning; *Older Adults; *Public Policy; Role Perception; Social Change; *Sociocultural Patterns; Trend Analysis

Identifiers-*White House Conference on Aging

This Technical Committee Report discusses the general implications of creating an age-integrated society for societal institutions by concentrating on basic conceptual issues involved in thinking about the future of aging and the aged in society. An explanation of committee procedures is followed by a discussion of key topics and findings of the committee. The section on options explores alternative images of an aging society and policy implications of these alternatives. Three images of future society are outlined and the policy implications of each are illustrated as a society: (1) in which adulthood is perceived to be indivisible and in which chronological age differences are irrelevant to policymakers; (2) that redefines the social meaning and boundary of old age; and (3) that recognizes the special status and special responsibilities of older persons. This third image, veteranship, is presented as an attractive image of future society; subsequent committee recommendations for a future aging policy are based on this concept of veteranship. The appendices containing three papers on aging and an executive summary of this report are also included. (NRB)

ED215445 EA014713

National Council on Educational Research. Fifth Report: Fiscal Years 1978-1979.

National Inst. of Education (ED), Washington, D.C. National Council on Education Research.

Pub Date [80]

Note-58p.; For related documents, see ED 103 989, ED 169 088, ED 142 528, ED 143 681, and ED 164 620.

Available from-Publications, Mail Stop 22, National Institute of Education, Washington, DC 20208 (single copies free, while supply lasts; enclose self-addressed mailing label with request).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Research; *Federal Aid; *Federal Programs; Government Role; Information Dissemination; Literacy; Program Descriptions; Public Agencies; Research Projects; Research Utilization; Tables (Data)

Identifiers-*National Council on Educational Research; *National Institute of Education

In five chapters and two appendices, this report discusses the goals and activities for 1978-79 of the National Institute of Education (NIE) and the National Council on Educational Research (NCER), which is the policy-making body for the NIE. In the first chapter, outgoing NCER chairman John E. Corbally reviews problems involved in utilizing NIE research. The second chapter describes NCER's membership, organization, and role in overseeing the NIE's budget and programs. Several NCER activities in the two-year period are also highlighted, including a seminar on "Educational Issues in the 1980s," a journalism fellowship program, and a conference on testing. In chapter 3, NIE director P. Michael Timpane reports on NIE goals, programs, dissemination of results, and future responsibilities. The next chapter covers NIE activities, organization, research planning, program funding, research laboratories and centers, and assistance projects for the Congress, federal departments, and the education community. In a special report, the last chapter discusses literacy in the U.S. as both a concept and a research topic. The two appendices provide information for those seeking NIE funding support and an annotated list of 1978-79 NIE publications. (RW)

ED215259 CG015992

[White House Conference on Aging, 1981: Reports of the Mini-Conferences, MCR 1-42.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date 81

Note-916p.; Papers presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF06/PC37 Plus Postage.

Descriptors-Geriatrics; *Government Role; *Health Needs; Mental Health; *Minority Groups; *Older Adults; Physical Health; *Public Opinion; *Social Services; State of the Art Reviews

Identifiers-*White House Conference on Aging

This document contains the 42 reports from mini-conferences held in various nationwide locations prior to the 1981 White House Conference on Aging. Each report presents an overview of the topic, descriptions of particular problems, and statements of recommendations, based on the views of mini-conference participants, and made available to the official delegates to the 1981 White House Conference on Aging. A table of contents provides a list of the reports by number. The subsequent materials focus on the following topics: energy equity, long-term care, alcoholism, physical health, mental health, age stereotyping, lifelong learning, housing, minority/ethnic groups, diseases, religion, legal services, veterans, transportation, advocacy and consumer protection groups, and existing local/state/regional/national service-oriented programs for the elderly. (NRB)

ED215385 CS503809

Benjamin, Barbaranne J.

Sex Differences in the Older Voice.

Pub Date Apr 82

Note-17p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Hot Springs, AR, April 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Age Differences; *Communication Research; Females; Language Patterns; Males; *Older Adults; *Sex Differences; *Speech Habits

Identifiers-*Voice Qualities

A study investigated differences between older adult male and female voice patterns. In addition, the study examined whether certain differences between male and female speech characteristics were lifelong and not associated with the aging process. Subjects were 10 young (average age 30) and 10 old (average age 75) males and 10 young (average age 29) and 10 old (average age 74) females. Each subject completed a series of speech tasks that were audiotaped and analyzed for the following characteristics: hypovalving, hypervalving, vocal tremor, imprecise articulation, loudness, nasality, speech rate, articulation rate, pitch and pitch variability. Results showed significant differences between older male and female voices that do not occur in young males and females. Specifically, greater vocal tremor, softer volume, and increased hypervalving differentiated the older females, while increased imprecision of articulation and expenditure of air in speech tasks differentiated the older male speakers. (FL)

ED215406 EA014506

Caplan, Gerald A.

Evolution and the Biblical Account of Creation: Equal Time.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-11p.; Chapter 6 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-*Court Litigation; *Creationism; Elementary Secondary Education; *Evolution; *State Church Separation; State Courts

Identifiers-*Equal Time Doctrine; *First Amendment; Supreme Court

This sixth chapter in a book on school law provides a general overview of the religion clauses of the First Amendment and reviews the cases in which the issue of evolution versus creationism has been decided from the Scopes trial to the present. Rulings related to the Establishment Clause of the Constitution are discussed and the "three-part test" explained. The review of cases is arranged in two chronological divisions--those that concern the anti-evolution statutes of the 1920s and those that pertain to the "equal time" anti-evolution statutes of the 1970s and 1980s. Finally, the author explores recent charges that by including the theory of evolution in a biology course, a school district is unconstitutionally establishing a "religion of secularism." In conclusion, the author states that statutes that bar the teaching of evolution in the public schools or seek to compel equal treatment of the theory of creationism in science classes are unenforceable. This is so because they violate the First Amendment by giving preference to a religious belief or doctrine. (Author/WD)

ED215470 EC142129

Feldman, Martin A., Ed.; Melnekoff, Philip, Ed.

Forum; Winter 1979.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 79

Note-21p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Disabilities; Elementary Secondary Education; Individualized Education Programs; *Organizational Theories; *Parent Education; *Parent School Relationship; Special Education; Workshops

The journal issue contains articles on parents, special education, and diagnostic organizations. The first article, "Parental Reactions to a Partnership in Special Education" by M. Feldman and M. Preston, stresses the value of including parents on the special education team particularly in the expression of their feelings toward psychoeducational intervention. The second article, "Parent Education Workshop--A Critique" by P. Melnekoff and R. Meyer, stresses the notion of primary prevention rather than strictly remediation in a discussion of a parent education workshop offered by a mental health/child guidance facility. C. Caputo discusses "Diagnostic Organizations--Strategies for Dealing with Market Unit Pressures" in terms of people changing technologies, exchange relationships, organizational contingencies and constraints, and organizational strategies. An additional brief article by C. Cox is titled "(I.E.P.) Individual Educational Plan or Intellectual Experience in Pathology." (DB)

ED215491 EC142150

Mitchell, David R.

An Evaluation of the Integration of Moderately Intellectually Handicapped Children into a Regular School Environment.

Waikato Univ., Hamilton (New Zealand).

Spons Agency-New Zealand Dept. of Education, Wellington.

Pub Date Oct 81

Note-67p.; Additional funding provided by the New Zealand Society for the Intellectually Handicapped Research Foundation.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Secondary Education; Foreign Countries; *Mainstreaming; *Moderate Mental Retardation; Parent Attitudes; *Peer Acceptance; Teacher Attitudes

Identifiers-New Zealand

Twenty-four moderately subnormal children (6 to 17 years old) were integrated onto a campus in New Zealand serving nonhandicapped 11 to 13 year olds. Although the disabled students received primary instruction from their own teachers, there were social, sports, and extracurricular opportunities for mixing. Analysis of questionnaires completed by teachers, parents of both handicapped and nonhandicapped students revealed uniformly high rates of acceptance of the project's principles and practices among all respondents. Observation of playground interaction disclosed that retarded Ss spent 60% of their time in active interaction, with a significant tendency toward increasing participation over a 2 year period. Less than 10% of the interactions elicited negative responses from nonhandicapped students. (CL)

ED215517 EC142177

Gelzer, Lynne

Developing Reading Appreciation in Young Hearing Impaired Children.

Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date 81

Note-20p.; A part of Project S.H.A.R.E.'E.M. (Selection of Homemade and Recognized Effective Educational Materials).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Hearing Impairments; Learning Activities; Literature Appreciation; Motivation; Parent Role; Reading Aloud to Others; *Reading Attitudes; *Story Telling; Young Children

The paper explains the importance of reading stories to young hearing impaired children and describes effective story reading techniques for use by parents, teachers, and librarians. Considered in outline form are the following topics: the role of adults in motivating young hearing impaired children to read, selection of stories for young children, principles of story telling, and examples of activities to develop reading appreciation skills. Concluding the document is a list of skills for developing reading appreciation in young children. (CL)

ED215584 FL012907

Stern, H. H.

Issues in Early Core French: A Selective and Preliminary Review of the Literature, 1975-1981.

Toronto Board of Education (Ontario). Research Dept.

Report No-ISBN-0-8881-163-2

Pub Date Feb 82

Note-91p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Age; Curriculum Design; Elementary Education; English (Second Language); *Fles; *French; Immersion Programs; Instructional Materials; Junior High Schools; Minority Group Children; Neurolinguistics; *Second Language Instruction; Teaching Methods; *Time Factors (Learning)

This literature review looked at core French (programs of French as a second language taught as a subject) as opposed to immersion French in terms of starting grade, instructional time, instructional materials, children could bring bilingual experience to learning French, starting age is less important than sometimes argued. Neither starting age or grade level should outweigh such considerations as the appropriateness of the curriculum, the continuity of the instruction, the availability of appropriate staff, and the provision of suitable and adequate learning materials. While there are several factors that affect instructional time it appears that for a core program intensive periods of instruction should be incorporated to enhance its effectiveness. Instructional materials will have to emphasize continuity, integration and differentiation, and educational quality if programs are to be strengthened and provide the best outcome. With regard to pupils who learn French as a third or fourth language, the literature is reassuring and suggests that providing them with French will be providing them with an opportunity rather than a problem since the minority language children could bring bilingual experience to learning the French language. (Author)

ED215081 CE031145

Law, Charles J., Jr.

Issues Involved in the Reauthorization of Vocational Education. Occasional Papers in Educational Policy Analysis. Paper No. 5.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

Pub Date Jan 82

Note-37p.

Available from-Southeastern Regional Council for Educational Improvement, P.O. Box 12746, Research Triangle Park, NC 27709 ($1.75; 20% discount on five or more copies).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies; Educational Finance; Educational Legislation; Educational Needs; *Educational Objectives; Educational Planning; Educational Policy; Federal Aid; Federal Government; *Federal Legislation; Federal State Relationship; *Financial Support; Government Role; *Government School Relationship; Needs Assessment; Policy Formation; Program Improvement; *Public Policy; School Role; State Action; *Vocational Education

Identifiers-*Reauthorization Legislation

During the debate concerning the reauthorization of vocational education, a number of factors must be considered pertaining to the issue of federal-state relationships regarding vocational education and national purposes for vocational education. While the federal government uses education as a vehicle for addressing a number of social concerns, education is primarily a state responsibility. However, before the states can meet their educational responsibilities, a set of national purposes for vocational education must be established. Such a set of purposes must delineate federal and state responsibilities and suggest a number of strategies so that the following areas can be addressed: increasing national productivity, dealing with unemployment, supporting national defense, providing equitable access to training and jobs, providing remediation necessary for employment, and alleviating poverty. There are a number of ways in which vocational education can be improved through the reauthorization process, including (1) establishing incentives to encourage states to enact their own vocational education legislation; (2) rewarding those states developing innovative ways to accomplish national purposes; (3) allowing for differentiated funding of states, based on differing needs; and (4) concentrating on the degree to which states meet agreed upon goals rather than on procedures used to reach goals. (MN)

ED215148 CE031907

Singer, Norman M., Comp.; Grieve, Shelley, Comp.

A Recap of the Fourth Nationwide Vocational Education Dissemination Conference. The Proceedings (Columbus, Ohio, November 17-19, 1981).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jan 82

Contract No-300-78-0032

Note-74p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attitudes; Cognitive Style; Computer Oriented Programs; *Diffusion; *Educational Change; Educational Development; Educational Innovation; *Educational Research; Educational Resources; *Information Dissemination; Marketing; Networks; Publicity; Resource Centers; School Business Relationship; Teleconferencing; *Vocational Education

Identifiers-Linkage; National Diffusion Network

These proceedings summarize the Fourth Nationwide Vocational Education Dissemination Conference that concentrated on the knowledge, tools, techniques, and topical areas needed by disseminators, linkers, and other change agents. Introductory materials are a conference overview, reflections on the conference, and the agenda. Brief summaries follow of 25 workshops, presentations, and demonstrations conducted during the conference. Each single-page summary provides the title, type of activity, presenter(s) and affiliation, one- or two-sentence statement of the activity's general focus, and a more detailed section entitled "Topics Treated and Approach Used." For many activities, the reader is referred for further information to the presenter, a resource organization, or copies of pertinent handouts included in the text. Topics covered include teleconferencing, innovation, Requests for Proposals, curriculum linking, effective advertisements (brochures, fliers, posters), film production, education/business/industry linkages, marketing, resource services, tracking dissemination, information dissemination through the press, attitudes toward change, National Diffusion Network, dissemination for aging populations, using ERIC and the Resource and Referral Service, computer use, cost recovery systems, promotion, transferable skills, resource centers, learning styles, writing product abstracts, and dissemination networks. A list of participants is appended. (YLB)

ED215201 CE032104

Lentz, Linda P.

Predicting the Career Involvement of Women One Year After College Graduation.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date Mar 82

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Choice; Career Education; Career Planning; *Careers; *College Graduates; Educational Background; Educational Research; *Employed Women; *Employment; Family Influence; Females; Graduate Study; Higher Education; Parent Background

Identifiers-Career Salience

A 1980 study was conducted to determine those factors (educational background, career plans, family influence, parental background, and career salience) predictive of women's career involvement one year after college graduation. A second analysis further differentiated between the groups on the variable "commitment to working." Participants were 1979 female graduates of 15 small, private, liberal arts colleges in the northeastern United States that had three selectivity levels: selective, very selective, and highly selective. The mailed questionnaire included questions on the five factors under investigation. Discriminant analysis was used to determine factors predictive of career involvement (being employed in career of choice or attending graduate, medical, or law school in preparation for career of choice). Results indicated that actively choosing an occupation, undergraduate grade point average, and career salience at graduation were highly correlated with career involvement and desire to work. It was suggested that the career-involved woman is a mixture of the traditional female and the "new woman," a phenomenon that needs to be more closely researched. (Four tables and a graph are appended.) (YLB)

ED215238 CG015841

Panek, Paul E.; And Others

Influence of Client Age on Counselor Trainees' Assessment of Case Materials.

Pub Date Nov 81

Note-7p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th). (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; *Bias; *Chronological Age; *Counselor Attitudes; *Counselor Client Relationship; *Counselor Training; Graduate Students; Higher Education; Personality Traits; Psychological Characteristics; *Student Attitudes

Research has documented bias toward elderly clients by mental health professionals. To determine whether counselor trainees held similar biases against elderly clients, counseling (N=40) and non-counseling (N=25) graduate students were given an intake summary of a female client exhibiting symptoms of depression. The client's age was manipulated on the summaries by presenting the client as either 25, 45, or 65 years old. Subjects rated the clients on five dimensions, i.e., self-awareness, openness to change, self-esteem, duration of counseling, outcome of counseling, using a sevenpoint scale. Results indicated that the client's age did not significantly affect the ratings on any of the five dimensions. The results suggest that students do not show the same forms of client bias toward the aged as professionals. (Author/NRB)

ED215299 CS006588

Suhor, Charles

Reading in a Semiotics-Based Curriculum.

Pub Date Apr 82

Note-24p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 27-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Design; Elementary Secondary Education; *English Curriculum; Integrated Activities; Integrated Curriculum; Language Arts; *Literature Appreciation; *Models; *Multimedia Instruction; Multisensory Learning; *Semiotics; Verbal Communication

Semiotics, the study of signs of all kinds, can be subdivided into (1) semantics, dealing with the meanings of signs and systems of signs; (2) pragmatics, dealing with inferential meaning; and (3) syntactics, dealing with the structure and systems of signs. As such, semiotics provides a useful framework for conceptualizing curriculum. Such a model can be thought of as psychological, referring to the production of messages by individuals; or it can be viewed as a prescriptive prototype for generating communication in a classroom. The model begins with an "experiential store" within each human being--a store of concepts, affects, and experiences that is indeterminate, undifferentiated, and unsymbolized. These experiences can be encoded by alternative signs or sign systems using media alternatives labeled as linguistic (oral and written), gestural (e.g., body language, mime, dance), pictorial (e.g., painting, photography), and musical (instrumental or vocal). Using the model, a student's film interpretation of a work by John Steinbeck might involve linguistic skills (discussion, scripting), a strong sense of narrative, visual imagination and pictorial production (story board), constructive skills (building a set), knowledge about and physical manipulation of media hardware, and the manual dexterity and conceptual skills required in film editing. Such a semiotic model embraces cognitive, aesthetic, and psychomotor skills. (A semiotics-based curriculum model is included.) (HOD)

ED215343 CS206803

Castaldi, Teresa M.

Strategies for Exploring the Concept of Culture through the Writing Process.

Pub Date Jul 81

Note-20p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 26-31, 1981).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anthropology; *Cognitive Development; *Cultural Awareness; Ethnography; Higher Education; Learning Theories; Secondary Education; Teaching Methods; *Writing Exercises; Writing Instruction; *Writing Processes

Identifiers-*Writing across the Curriculum

Because of their egocentricity, many students have a limited sense of other cultures and are caught up in a web of ethnocentric biases without quite knowing how and why these biases exist. A framework, encompassing the theories of J. Moffett and J. Piaget, may be designed to move students through a series of hierarchical writing exercises that would enable students to identify their own point of view, to become familiar with other perspectives, and to move toward a larger field of knowledge, that of cultural awareness. Writing heuristics for such a framework can be designed with an anthropological base. The first heuristic would allow the students to explore their own ideas of concepts and those of others by discussing "culturally loaded" words, while a second group of heuristics would include three paragraphs excerpted from various readings in anthropology that deal with perspective. In this way students could examine various levels of experience and self orientation as expressed in those writings. The last heuristic would be an ethnographic paradigm designed to enable students to observe and record a situation as objectively as possible. The intent would be to limit the degree of subjectivity in observations leading to assessments of situations and cultures. Appended are suggested writing exercises for the first two heuristics and a sample participant/observation data sheet.) (HOD)

ED215364 CS206857

Curran, Jane, Ed.; Davis, Barbara, Ed.

Structuring for Success in the English Classroom: Classroom Practices in Teaching English, 1981-1982.

National Council of Teachers of English, Urbana, Ill.
Report No-ISBN-0-8141-4760-7
Pub Date 82
Note-175p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 47607, $7.50 member, $8.25 non-member).
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Assignments; Classroom Design; *Classroom Techniques; *English Curriculum; *English Instruction; Grouping (Instructional Purposes); Higher Education; Instructional Innovation; Integrated Curriculum; Literature Appreciation; *Organization; Secondary Education; Vocabulary Development; Writing Evaluation; Writing Exercises; *Writing Instruction

The 31 articles presented in this book illustrate the success of initiating structure in English classrooms, at both the secondary and the college levels. Reflecting the notion that clear guidelines and explicit expectations--greater structure--will help both teacher and student work toward common educational goals, the articles are arranged in six categories: (1) structuring the classroom, (2) integrating the English curriculum, (3) structuring the writing assignment, (4) structuring the evaluation of writing, (5) structuring language study (vocabulary development), and (6) structuring reading and the teaching of literature. (RL)

ED215426 EA014548

Ashton, Patricia; And Others

Middle School Organization, Teacher Job Satisfaction, and School Climate.

National Middle School Association, Fairborn, Ohio.

Pub Date 81

Note-10p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-Comparative Analysis; *Educational Environment; Educational Practices; Institutional Characteristics; Intergroup Relations; Intermediate Grades; Interpersonal Relationship; *Job Satisfaction; Junior High Schools; *Middle Schools; *School Organization; Stress Variables; Student Attitudes; Student Teacher Relationship; Tables (Data); *Teacher Attitudes

The attitudes of middle and junior high school teachers toward their job and school climate are compared in this study. Twenty-nine teachers from a school having a modern middle school orientation (multi-age grouping, exploratory curriculum, and an interdisciplinary team organization) were compared with twenty teachers from a departmentally organized junior high school. The teachers completed a number of instruments that measured the stress and satisfaction they felt about teaching, student intergroup conflict, colleague relationships, and various aspects of teacher-student relationships. Statistical measures used to analyze the data included chi-square, coefficient alpha, and one-way analysis of variance. The differences in teacher stress and student intergroup conflict at the schools were not significant. However, junior high teachers had better colleague relations. Other findings showed that the middle school teachers, compared to junior high teachers, considered teaching to be more important to them; were more satisfied with teaching and were more likely to choose teaching as a career again; had higher expectations of academic success for their students; were more concerned with their students' affective development; and, finally, reported greater satisfaction in teaching. (MLF)

ED215562 FL012826

Soudek, Lev I

The Lexicon and Word Formation in Language Teaching.

Pub Date Apr 81

Note-10p.; Paper presented at the Joint Midwest TESOL Conference (1st) and the Illinois TESOL/BE Conference (9th, Champaign-Urbana, IL, April 3-4, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*English (Second Language); Higher Education; Secondary Education; *Second Language Instruction; *Semantics; *Vocabulary; Word Recognition; Word Study Skills

Identifiers-*Word Formation

A recent study of neologisms has restated the prominent position of the lexicon from a linguistic point of view. From the perspective of language teachers, it is evident that an adequate vocabulary plays a crucial role in the ability to communicate in a foreign language. The fact that the lexicon is a major component of a language has caused the demand that vocabulary teaching be restored to a more prominent position in language-teaching curricula. One focus, of interest to ESL teachers, is the area of word formation in English. Because word formation provides essential clues for word recognition, language teachers should be prepared to teach the basic rules of productive word-forming processes. According to a number of sources, the five most productive types of word formation in present day English are affixation, compounding, clipping, conversion, and blending. Studies suggest that different instructional strategies should be placed in the foreground in teaching vocabulary at different proficiency levels. While basic students learn from selective listening, songs, rhymes, and drills, more advanced learners would be better served by synonym and antonym exercises and with clusters of contextualized vocabulary arranged according to situational or semantic categories. (AMH)

ED215600 HE014835

Hore, Terry, Ed.; And Others

A New Era for Tertiary Education. Proceedings of a Joint Conference of the Darling Downs Institute of Advanced Education and Monash University (Toowoomba, Australia, August 21-24, 1980).

Darling Downs Inst. of Advanced Education, Toowoomba, Queensland (Australia).; Monash Univ., Clayton, Victoria (Australia).

Report No-ISBN-0-909306-31-1

Pub Date Aug 80

Note-257p.

Available from-Darling Downs Institute of Advanced Education, Post Office, Darling Heights, Toowomba, Queensland, Australia 4350.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Accountability; *College Role; College Students; Economic Factors; *Education Work Relationship; Enrollment Trends; Foreign Countries; Lifelong Learning; Political Influences; *Postsecondary Education; *Public Policy; Technical Education

Identifiers-*Australia

Proceedings are presented of a conference that examined the purposes and setting of tertiary education in Australia in the changing social order of the 1980s, the future roles for tertiary education in Australia, and the pattern and form of accountability appropriate to Australian tertiary education in the late twentieth century. Papers and authors are as follows: "Tertiary Education for What, for Whom? How Much for How Many in the 1980s?" (Alec M. Ross); "Post-Secondary Education for What?" (Terry Hore); "Post-Secondary Education in the Australian Economy of the 1980s" (Brian R. Abbey); "The Demographic and Social Context of Tertiary Education," (Robert Birrell); "The Political Outlook for Australian Tertiary Education, I" (Chris Puplick); "The Political Outlook for Australian Tertiary Education, II" (John Button); "Commentary: Conflict and Consensus: The Continuing Debate" (Peter R. Chippendale); "Higher Education and the Labour Market" (Garry O'Byrne and Jack Brown); "Why Is So Much Importance Being Attached to Technical and Further Education in the 1980s?" (J. F. Limbrick); "Is There a Place for a Liberal Education?" (Max Charlesworth); Post-Secondary Education in the 1980s" (Leo H. T. West); "Commentary: Future Roles for Tertiary Education in Australia" (Lindsay J. Barker); "Public Accountability in Australian Tertiary Education" (John Bremer); "Commentary: The Pattern and Accountability of the New Era" (Peter R. Chippendale); and "Conference Overview" (Alec M. Ross). (SW)

ED215617 HE014974

Creative Responses to Changing Realities: A Conference for Northwest Postsecondary and Higher Education (Portland, Oregon, November 3-5, 1981).

Highline Community Coll., Midway, WA. Northwest Program Development and Coordination Center.; Northwest Regional Educational Lab., Portland, Oreg.

Pub Date Nov 81
Note-53p.
Available from-Information Center, Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, OR 97204.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Persistence; Adult Development; Adult Students; College Administration; *College Planning; Community Colleges; *Educational Change; *Higher Education; Innovation; International Education; Leadership Responsibility; Liberal Arts; Marketing; Microcomputers; Multicultural Education; School Business Relationship; Technological Advancement

Proceedings of the 1981 Creative Responses Conference, which explored approaches to the rapidly changing realities of postsecondary and higher education, are presented. The following major addresses and authors are included: "Hard Times: Constraints or Opportunities," Dale Parnell; "Leadership in the Challenge of Global Competition," George B. Brain; "Education--The Future, the Federal Role, and the Funds--A Projection," Jennifer Wellborn. Additionally, the following workshop summaries are presented: Adult learners--transitions, tasks, and trigger events; the value of a liberal arts education in the world of work; education in 1984; multicultural education: a positive response to changing educational realities; applying research and development products to educational and administrative problems in higher education; meeting the community's economic needs--a model program for contracting with business and industry; liberal skills and cognitive mapping, internationalizing the curriculum, microcomputers in higher education: the state of the art; creative responses to "artesians," "attritors," and other troublesome critters or what works in student retention; marketing: developing an institutional strategy; and small group action planning and large group feedback. The conference was designed to encourage action planning that could enable effective adaptation of potential responses to the realities of different campuses. (SW)

ED215320 CS006617

Fried, F. Jill

Stereotyping in Children's Materials.

Pub Date May 82

Note-43p.; M. A. Ed. Thesis, Kean College of New Jersey.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Basal Reading; *Characterization; Childrens Literature; Content Analysis; Elementary Education; Females; Males; *Reading Materials; Reading Material Selection; *Reading Research; Sex Bias; Sex Role; *Sex Stereotypes

Two hundred ninety-nine stories from the 1974 and 1981 Houghton-Mifflin primary- and intermediate-level basal readers were analyzed to determine if there had been any changes in the ways males and females were portrayed. The data indicated that sex role stereotypes still exist in children's literature. Though there was an improvement in the number of times women and girls were portrayed in all areas in the 1981 reading materials, the figures did not indicate equality with men and boys except in the main character portrayals of boys and girls in the 1981 edition. In addition, girls were portrayed with docile or inferior qualities more often in the 1981 edition than in the 1974 edition. (RL)

ED215131 CE031819

Appleby, Judith A.

Preparing for Curriculum Change. Vocational Education Curriculum Specialist, Module 15.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 81
Contract No-300-78-0562
Note-55p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.
Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Education; Behavioral Objectives; Change; *Change Agents; Change Strategies; Competency Based Teacher Education; *Curriculum Development; Demonstration Programs; *Educational Administration; *Educational Change; *Educational Innovation; Educational Strategies; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Management Development; Postsecondary Education; Program Administration; Secondary Education; Tests; *Vocational Education
Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

One of five modules in the administrative series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section examines the process of effecting change in vocational education. Terms are defined, characteristics of people most likely to accept innovations are described, and characteristics of innovative programs most likely to be accepted are discussed. The second section focuses on the role of the change agent. In the final section are overviewed the various stages of the change process. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include a glossary, suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215182 CE032003

Bromley, Ann

Statewide Needs Assessment: Target Populations--Displaced Homemakers, Single Heads of Households, and Other Special Groups.

Pub Date [82]
Note-19p.; Paper presented at the Meeting of the National Association for Women Deans, Administrators, and Counselors (1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Definitions; Demography; Employment Patterns; Individual Characteristics; *Individual Needs; Needs Assessment; Nontraditional Occupations; Occupational Aspiration; One Parent Family; Part Time Employment; Services; Surveys; *Vocational Education
Identifiers-*Florida

A statewide needs assessment in vocational education focused on the needs of displaced homemakers and other special groups in Florida. Specifically, the survey provided (1) a demographic profile of adults in Florida, particularly those described as displaced homemakers, single heads of households, part-time workers, and people desiring work in occupational areas not traditionally considered job areas for their sex; (2) their present employment, if any; (3) their employment aspirations; (4) their need for support services; and (5) their training needs. After conducting 22,465 telephone interviews, researchers coded these data by congressional district, county, and zip code. According to the survey, the average Florida displaced homemaker is a white woman, over 25 years of age, who is interested in securing employment, but who needs assistance in finding a job, acquiring support skills, locating career information, and gaining self-confidence. Besides needing more job training, many single heads of households need help in identifying appropriate careers and jobs as well as information about enrollment in educational programs. Recommendations called for developing educational awareness campaigns, increasing support services to special needs groups, broadening the definitions of the above-mentioned groups, and developing cooperative programs to service both groups. (MN)

ED215260 CG015993

[White House Conference on Aging, 1981. Information Briefs #1 - 22.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.
Pub Date 81
Note-253p.; Papers presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Aging (Individuals); Crime; *Employment; Federal Aid; *Health Services; *Housing; Human Services; Income; *Individual Needs; *Older Adults; *Poverty; Rural Urban Differences
Identifiers-*White House Conference on Aging

This document contains 22 information briefs from the 1981 White House Conference on Aging. Four of the briefs provide data on health, available services, income, and employment from a report comparing the well-being of older people in three rural and urban locations. National estimates are provided about the need for meals for older people, and about the number of older people at the poverty level. The housing situation of older adults is examined in one brief and is followed by a report on congregate housing. Services and care needs of the elderly and the cost of such services are discussed in nine briefs dealing with: (1) preventive care; (2) the comparative costs of home services and institutionalization; (3) the cost impact of possible changes to Medicaid and Medicare; (4) total national expenditure for nursing home care; (5) provision of services; (6) older adults' consumption of health resources; and (7) home care services for older people. Other briefs discuss the nutritional health status of older people, the need for a national information system on the conditions of older people, disability problems of men, and crime and the elderly. (NRB)

ED215386 CS503810

Laird, Angela

A Rules Approach as a Supplement to Organizational Communication Research.

Pub Date Apr 82

Note-19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research; *Decision Making; Higher Education; *Organizational Communication; *Research Design; *Research Methodology; Research Needs; *Work Environment

This paper argues that communication researchers could benefit from incorporating a rules approach as a supplement to more traditional methods of organizational analysis. Two major flaws in the methodology of traditional organizational analysis are noted: failing to account for actor or participant meanings--how the actor interprets relationships, roles, and interactions; and focusing too exclusively on organizational structures at the expense of the process that actors use to make sense of environmental input. The basic assumptions and constructs of a rules approach to organizational analysis are explained, centering on the Coordinated Management of Meaning (CMM) theory advocated by W. Pearce and V. Cronen in 1980. An example of an organizational study using the CMM approach is offered to show how a rules conception of human action has the potential to make all of a researcher's data more interpretable. (Author/RL)

ED215471 EC142130

DeBacy, Diane L., Ed.; Kieffer, Leigh F., Ed.

Mainstreaming: Professions in Concert or Conflict.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 79

Note 25p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitudes; *Disabilities; Educational Trends; Elementary Secondary Education; *Mainstreaming; Occupational Therapists; Physical Education; Physical Therapists; Special Education Teachers; Teacher Attitudes; Teacher Educators

Seven articles focus on viewpoints of various professions toward the mainstreaming of handicapped children. Articles have the following titles and authors: "Mainstreaming--Prospects and Problems from the View of a Classroom Special Education Teacher" (L. Tashjian); "Mainstreaming--The Role of the Physical Therapist" (S. Baker); "Mainstreaming--The Role of the Occupational Therapist" (K. Schanzenbacher); "Mainstreaming--The Challenge of Professional Preparation" (L. Kieffer); "Mainstreaming in Education--A New Challenge" (P. Hoffman); and "Mainstreaming--From the View of a Physical Education Teacher" (S. Penwright). A final article by J. Andreacchi looks at "Some Current Issues in Special Education--New York City." (DB)

ED215492 EC142151

Mitchell, David R.

"Other People Don't Really Understand." A Survey of Parents of Children with Special Needs. Occasional Paper No. 2.

Waikato Univ., Hamilton (New Zealand).

Spons Agency-New Zealand Dept. of Education, Wellington.

Pub Date Nov 81

Note-77p.; Print is poor in parts. Project PATH. Additional funding provided by IYC Telethon Trust.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Disabilities; Foreign Countries; *Parent Attitudes; Parent Counseling; Psychological Needs; Young Children

Identifiers-New Zealand

Perceptions of 152 sets of parents of handicapped young children were investigated. Interviews were conducted focusing on five aspects: initial notification that they had a handicapped child; parents' need for support; views on their guidance needs in helping children develop; and preferences for school settings for their children. Parents' responses to each topic are summarized and charted according to five variables: type of handicap, residence (Hamilton, Waikato, or Auckland, New Zealand), age of child, socioeconomic status, and family size. Among major findings were that over half the parents were told about their child's problem within the first week, mostly by obstetricians and pediatricians; parents expressed the greatest need for information; and parents clearly preferred integrated school placements. (CL)

ED215518 EC142178

Schafbuch, Linda

Final Program Review of the Cued Speech Project.

Kendall School for the Deaf, Washington, D.C.; National Child Research Center, Washington, D.C.

Pub Date 81

Note-113p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Cued Speech; Early Childhood Education; *Hearing Impairments; *Intervention; *Mainstreaming; *Parent Participation; Program Descriptions; Program Evaluation; Statistical Data

Identifiers-*National Child Research Center DC

The report describes the National Child Research Center (NCRC) Cued Speech Program in which various approaches were used to assist 16 preschool and primary aged hearing impaired children in a mainstreamed setting. Section I considers the program in terms of background, philosophy, goals, and program formats. A second section presents a summative review of the NCRC cued Speech Program which offers data from parents, staff, and teachers. Findings are noted to support the program's success in developing children's communication skills, socialization, and involvement with a hearing environment. Appendixes contain a draft of procedures for coordinating the educational and tutoring program, program cost data, questions used in interviews, interview responses, sample questionnaires and tabulated responses, parent goals, and case history summaries. (SB)

ED215542 EC142402

Compton, David M.; And Others

Assessment of Environmental Barriers to Leisure: A Literature Review.

North Texas State Univ., Denton. Div. of Recreation and Leisure Studies.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date May 81

Grant-G008005886

Note-132p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Accessibility (for Disabled); *Delivery Systems; Design Requirements; Environmental Influences; *Evaluation Methods; *Leisure Time; *Physical Disabilities; Physical Mobility; *Recreational Activities; Social Environment; Testing

Identifiers-*Assessment Environ Barriers Leisure Experiences

The report on preliminary administration of the AEBLE (Assessment of Environmental Barriers to Leisure Experiences) instrument to 18 orthopedically impaired children reveals five factors (all but the family support) to be considered problems: community reaction resources, architectural barriers, accessible and available transportation, community support services, and caregiver support. Tables with statistical data are given. The manual for AEBLE utilization presents the rationale and description of the instrument, administration procedures, estimated time of administration, general instructions, instructions for scoring, interpretation of the instrument, and AEBLE development. The AEBLE interview guide and instructions contain profile sheets for each of the six factors, a description of the AEBLE plan, and sample forms. (SB)

ED215117 CE031805

Wheeler, Jeanette D.

Vocational Educators and Curriculum Management. Vocational Education Curriculum Specialist, Module 1.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-37p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Education; Administrator Role; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; Curriculum Evaluation; Educational Administration; Higher Education; Instructional Materials; Learning Activities; Learning Modules; *Management Development; Postsecondary Education; Program Administration; Secondary Education; Specialists; *Staff Role; Teacher Role; Tests; *Vocational Education; Vocational Education Teachers

Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

The introductory module in the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into two sections, each based on one of the goals. The concept of curriculum management is presented in the first section. The second section describes the roles of vocational education curriculum specialists, teachers, research and evaluation specialists, guidance counselors, general administrators, advisory committee members, employers, and students in the curriculum selection, development, implementation, and evaluation processes. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215165 CE031924

Kovarsky, Irving

Equity from a Business, Industry, and Labor Perspective. Research and Development Series No. 214I.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-20p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214I, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action; Business; *Civil Rights Legislation; *Court Litigation; *Employment Practices; Employment Qualifications; *Equal Opportunities (Jobs); *Federal Legislation; Fringe Benefits; Health Insurance; Occupational Tests; Pregnancy; Seniority; Social Discrimination; Unions; Vocational Education

This paper traces legislative developments that affect equity in employment, either favorably or unfavorably. Through a review of federal civil rights legislation, it describes conflicts among federal laws and critiques public policymakers, constituency groups, and legislators by discussing specific problems in employment and their potential solutions. Conflicts between equity and employment practices are illustrated through an analysis of court cases. Examples of subjects discussed are seniority clauses in union contracts, employment testing, pregnancy and health-related benefits, bona fide occupational qualifications that serve to exclude, reasonable accommodation for religious beliefs, and the potential conflict between affirmative action regulations and nondiscrimination policies. (YLB)

ED215279 CG016012

Tanenbaum, Marc H.; And Others

[White House Conference on Aging, 1981. Creating an Age Integrated Society: Implications for the Media. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-16; TCR-16

Pub Date 81

Note-40p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age Discrimination; *Aging (Individuals); Cable Television; *Mass Media; *Media Research; *Older Adults; Programing (Broadcast); Stereotypes; *Television; Television Commercials; Videodisc Recordings; Videotape Recordings

Identifiers-*White House Conference on Aging

The relationship of older Americans to the new media culture of society is the focus of this Technical Committee Report. The work of two committee-appointed subcommittees on stereotypes and new media technology are explained with a special emphasis on the influence of television. Age stereotyping is examined in prime time television, daytime television serials, and television commercials as well as in print magazine advertising and children's literature. Age discrimination in employment is mentioned in relationship to the underrepresentation of older persons in televised programming and commercials. Key issues related to the media's portrayal of older persons are identified and recommendations are made. The new technology section of this report considers the potential uses of videotape recorders, video discs, cable television, interactive cable, and cable and computer technology. Advantages of this new technology are discussed, problems are addressed, and key issues and recommendations are listed. This report concludes that new media technology presents the potential for more programming directed toward the needs of older Americans in entertainment, news and information, and offers the potential for innovative services to help solve the problems of older Americans. An executive summary of this report is also included. (NRB)

ED215321 CS006618

Weintraub, Sam; And Others

Summary of Investigations Relating to Reading, July 1, 1980 to June 30, 1981.

International Reading Association, Newark, Del.

Pub Date 82

Note-257p.

Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 950, $7.00 member, $10.00 non-member).

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Annotated Bibliographies; Beginning Reading; Content Area Reading; *Cultural Influences; Elementary Secondary Education; Higher Education; Library Role; Literature Reviews; Mass Media; Reading Attitudes; Reading Diagnosis; *Reading Difficulties; *Reading Instruction; Reading Interests; *Reading Research; Remedial Reading; Research Methodology; *Social Influences; Sociolinguistics; *Teacher Education

An annual compilation, this report contains summaries of more than 1,000 reading related studies. The summaries are arranged in five categories: teacher preparation and practice, the sociology of reading, the physiology and psychology of reading, reading instruction, and the reading of atypical readers. Specific topics covered in the summaries include (1) teacher attitudes toward reading; (2) preservice and inservice teacher preparation; (3) teacher roles; (4) the role and use of mass media in reading instruction; (5) readability and legibility; (6) the role, development, and use of libraries; (7) reading in nonschool settings; (8) freedom of press and censorship; (9) research methodology; (10) sex differences in reading; (11) intellectual abilities and reading; (12) visual perception; (13) oral reading; (14) personality, self-concept, and reading; (15) reading rate; (16) corrective and remedial reading; (17) television and reading instruction; (18) reading diagnosis; (19) content area reading; and (20) reading and language abilities. (FL)

ED215407 EA014507

Cambron-McCabe, Nelda H.

School Board Censorship: Library Books and Curriculum Materials.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-12p.; Chapter 7 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-*Academic Freedom; *Board of Education Policy; *Censorship; *Court Litigation; Elementary Secondary Education; Federal Courts; Instructional Materials; Media Selection; Student Rights; Teaching Methods; Textbooks; Textbook Selection

Identifiers-*First Amendment; *Teacher Rights

School board censorship of library books and of curriculum materials and methodology can infringe on fundamental constitutional rights, according to this seventh chapter in a book on school law. In the last decade, cases in federal courts have tended to support the authority of school boards to control library materials. However, board authority to remove books is not unlimited; the right to read and be exposed to controversial thoughts is guaranteed by the First Amendment. In matters related to board control over instructional materials and techniques, the courts have attempted to balance the rights of teachers to use discretion in performing classroom duties with the school board's interest in safeguarding the education and welfare of students. Issues pivoting on this question of conflicting rights and interests are generally decided on a case-by-case basis, and the rulings have been influenced by procedural questions, relevance of teacher behavior to subject matter, whether there is a threat of disruption, and community standards. If the courts adopted a standard of reasonableness to balance individual rights and board control, school boards could use discretion in removing books and materials as long as they could demonstrate that their decisions were motivated by legitimate educational concern. (Author/WD)

ED215446 EC142105

Loranger, Michel; Picard, Liette

The Special Education Student: His Behavior and Academic Achievement.

Pub Date Aug 81

Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981). Print is poor in parts.

Available from-Universite Laval, Tour des Arts; Quebec, Canada.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Behavior Patterns; Junior High Schools; *Learning Disabilities; Males; *Prediction

The relationship between classroom behavior and academic success was investigated in 29 seventh grade boys with learning difficulties. Observations were made of 19 categories of behavior, including approval in group, appropriate visual orientation in class, class interaction, group work, inappropriate peer interaction, and teacher contact. Results confirmed that academic achievement was related to classroom behavior, although the predictiveness of behavioral categories was not stable across experimental phases. Five behaviors were among the best achievement predictors: attention, participation (verbal and nonverbal), initiating teacher contacts, appropriate disapproval, and classroom approval. Ordering and notetaking behaviors showed a negative relationship to academic achievement. (CL)

ED215585 FL012908

Hansen, Jacqueline; Stansfield, Charles

Field Dependence-Independence as a Variable in Second Language Cloze Test Performance.

Pub Date May 82

Note-22p.; Paper presented at the International Conference of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cloze Procedure; Cognitive Processes; *Cognitive Style; College Students; Communicative Competence (Languages); Language Proficiency; *Language Tests; Linguistic Competence; Reading Comprehension; *Second Language Learning; *Spanish

Identifiers-*Field Dependence Independence

This paper explores the influence of field independent-dependent cognitive style on second language test performance, especially as it relates to performance on the integrative type of measure known as the cloze test. Approximately 250 college students enrolled in a first semester Spanish course formed the sample group for this correlational study. Students were administered the Group Embedded Figures Test of field dependence-independence along with several measures of linguistic, communicative, and integrative competence. The results showed student field independence to be related consistently in a positive albeit modest fashion to second language test performance. Most notable was the correlation between field independence and cloze test performance (r=.43, p. .001). The relationship was less marked on other measures such as final course grade (r=.21, p. .001). This suggests there may be a cognitive style bias operating in conjunction with cloze test performance. That is, such measures may call forth cognitive restructuring abilities more readily available to more field independent individuals. In turn, it implies the need to use some caution when employing or interpreting cloze tests for placement or achievement purposes. (Author)

ED215100 CE031722

Hoover, Beth

People Working Together. Handbook on Work Education Councils.

Greater Portland Work Education Council, OR.

Spons Agency-Oregon Governor's Office, Salem.

Pub Date Jun 80

Note-63p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cooperation; *Coordination; *Educational Cooperation; *Education Work Relationship; *Program Development; School Business Relationship; School Community Relationship; Youth Agencies

Identifiers-Oregon; *Work Education Councils

This handbook provides a practical guide for local communities to use to establish work education councils. It deals both with the role which such a council can play in a community and with the process for setting up a work education council. Following an introduction that discusses the work education council concept and demonstration project, the handbook is divided into three primary sections. Chapter 1 deals with the functioning of a work education council in a community. It covers possible activities and models of operation, definitions and realities of collaboration, and possible models for influencing youth policy. Chapter 2 provides a descriptive discussion of the process for setting up a work education council based on approaches used successfully in other communities. Chapter 3 contains a summary of problems and pitfalls experienced by existing councils. Attachments include a listing of sources for more information, definitions of activities that a work education council may undertake, listing of work education councils which are members of the National Work-Education Consortium, and list of major source documents used to compile the handbook. (YLB)

ED215202 CE032105

Finch, Curtis R.; Horne, Ralph A.

A Paradigm for Implementing Competency-Based Career Education.

Pub Date Mar 82

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education; Career Exploration; *Competency Based Education; Criterion Referenced Tests; Job Skills; *Models; *Program Implementation; *State Programs; State Standards; Vocational Education

Identifiers-*Virginia

Implementation of competency-based education in Virginia career exploration and preparation programs has served as the basis for establishment of a paradigm for statewide implementation. Competency-based education in Virginia is defined as educational programs with required knowledges, skills, and attitudes based on role-relevant competencies and is further defined by four state standards. Six factors were found to enhance changes of successful implementation: developing course definitions or standards, developing plan of action, providing inservice education, securing administrator commitment, identifying and establishing format of material and product development, and identifying and using existing materials. Four deterrents to implementation were also identified: lack of coordination between state department and local supervisory staff, involvement of individuals not committed to competency-based education, failure to provide uniform inservice education information and materials, and involvement of too many individuals providing technical assistance. Based on Virginia experience, a nine-component competency-based education implementation framework has been proposed: (1) identify lifework domain, (2) review available resources, (3) identify competencies, (4) verify competencies, (5) identify competency standards, (6) develop objectives and criterion-referenced measures, (7) develop instructional activities and materials, (8) develop support plans, and (9) initiate the program. (Each component is described briefly.) (YLB)

ED215220 CE032153

Davis, Barbara; And Others

Nonreferral Unions and Equal Employment Opportunity. A Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
Pub Date Mar 82
Note-129p.
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Affirmative Action; Change Strategies; Civil Rights; Civil Rights Legislation; Employee Attitudes; Employer Attitudes; *Employment Level; Employment Practices; *Equal Opportunities (Jobs); *Females; Labor Legislation; Leadership; *Minority Groups; National Surveys; Needs Assessment; Policy Formation; Promotion (Occupational); Public Policy; Racial Discrimination; Sex Discrimination; *Unions

Identifiers-Civil Rights Act 1964 Title VII; Equal Employment Opportunity Commission; *Nonreferral Unions

In an effort to examine the role of international and local nonreferral unions in advancing the job status of minorities and women, the Equal Employment Opportunity Commission (EEOC) conducted a national survey of unions and employers and completed a legal analysis of the duty of unions to represent their members fairly. Among the key findings of the study were the following: (1) the unions surveyed were either unaware of or did not oppose the use of selection procedures that may have an adverse effect on the job advancement of minorities and women; (2) women and minorities are severely underrepresented in leadership positions in the surveyed unions; and (3) those unions surveyed have a mixed record in the establishment of programs designed to ensure equal opportunity in the workplace. Based on the study, the EEOC urges unions to increase representation of minorities and women in all levels of leadership; develop a Title VII compliance program; initiate collective bargaining to remove discriminatory provisions from their agreements; work with employers to establish voluntary affirmative action plans; and, in the event of employer recalcitrance, be prepared to file charges alleging employer discrimination and refusal to bargain. (MN)

ED215239 CG015842

Kreitlow, Burton W.; Kreitlow, Doris J.

Adults Who Have Retired in a Positive Way: A Search for Theory.

Pub Date Nov 81

Note-14p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; Family Role; *Individual Characteristics; *Individual Differences; Interpersonal Competence; *Older Adults; Personality Traits; *Quality of Life; *Retirement; Theories; Volunteers

Identifiers-*England; *United States

While some people have difficulty adjusting to retirement, others seem to adjust easily. The search for theory to explain the source of positive retirement may require research methods to develop theory rather than to test theory. Grounded theory methodology was used to determine the characteristics and sources of characteristics of adults who had retired in a positive way. Adults in nine settings in the United States and England were asked to name persons in their communities who had retired in a positive way and to identify characteristics that caused them to name these persons. The retirees (N=139) most often named were interviewed about their lives, and were asked what characteristics they had to a greater extent than most retirees. The most named characteristics reflecting a positive retirement were, in rank order, volunteerism, liking people, busy and active, purposeful, happy, forward looking, independent, still learning, hard working, and involved in civic activities. The most named sources of these characteristics were home and family, work, and youth and adult organizations. The data also indicated that a positive retirement developed early in life. The results suggest that a substantive "Theory of Purpose" may be the key to positive retirement. (NRB)

ED215300 CS006589

Rogers, C. D.

Ruth Strang's Diagnostic Legacy.

Pub Date Nov 81

Note-11p.; Paper presented at the Annual Meeting of the California Reading Association (15th, Anaheim, CA, November 5-7, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Philosophy; Elementary Secondary Education; *Reading Comprehension; *Reading Diagnosis; *Reading Instruction; *Reading Teachers; Reading Tests; *Teacher Role

Identifiers-*Strang (Ruth)

To her students at the University of Arizona, Ruth Strang emphasized the theme "look beyond." By that she meant to look beyond the mediocrity and routine that stiffles lives and be a creative reading teacher and diagnostician. Reading teachers, she maintained, should understand that reading comprehension requires the ability to read the lines and repeat what the author says, the ability to read between the lines to interpret and appraise what the author says, and the ability to read beyond the lines to reflect on what the author says. Strang also suggested that teachers take a broad view of diagnosis and recognize the complexity of the reading process. She argued that reading teachers should learn to apply theory--to use the text for the good of the person and not for the test--and to look beyond the stanine, the percentile, and the grade level of a standardized test to analyze responses. They should understand the abuses and misuses of standardized tests. Ruth Strang asked her students to determine what kind of comprehension they were measuring, to determine the relationship of standardized reading scores to the student's instructional needs, and to determine what results of the test could be repeated. She asked her students to look beyond as a challenge to humanity, as a challenge to be. (HOD)

ED215365 CS206875

Meagher, E. M.

The Development of a Writing Program: Obstacles and Possibilities.

Pub Date Apr 82
Note-9p.; Paper presented at the Annual Meeting of the College English Association (13th, Houston, TX, April 15-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role; *College Faculty; English Curriculum; *English Departments; *Faculty Development; Higher Education; Program Descriptions; Program Development; *Program Effectiveness; Writing (Composition); *Writing Instruction
Identifiers-*Writing across the Curriculum

The development of a college writing program can offer many challenges to a program director drawn from the ranks of the English faculty. The discipline of writing, an act of production, is both scorned and clutched by faculty who have been trained to analyze literature, an act of perception. Literature specialists, to be qualified to teach writing, need to study the composing process and to attack every aspect of writing and the teaching of writing with creative and inquiring minds. In addition, the director of the writing program should have training in rhetoric to develop an intellectually sound writing program and should address a variety of program-planning tasks, including the proper placement of freshmen in writing courses, the designing and implementing of a freshmen sequence of writing courses, and the training of part-time faculty and graduate assistants. A program director should also involve members of the college faculty on a composition committee to act as formal advisors. A writing director acting alone will accomplish little of lasting value, but with the support of the English department and the university administration, a director can initiate a writing across the curriculum program, install a solid placement program for English education majors, and have a clear say in the selection of new writing faculty. (AEA)

ED215427 EA014549

Matthews, Doris B.; Quinn, Jimmy L.

Congruence of Parental Behavior as Perceived by Parents and Their Middle School Children.

National Middle School Association, Fairborn, Ohio.

Pub Date 81

Note-17p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-*Adolescents; *Behavior; Comparative Analysis; *Congruence (Psychology); Fathers; Intermediate Grades; Junior High Schools; Middle Schools; Mother Attitudes; Parent Attitudes; *Parent Child Relationship; Parent Responsibility; *Perception; Questionnaires; Tables (Data)

Identifiers-*Checklist for Parents of Preadolescent Children; *Parent Behavior

The goal of this study was to interpret patterns of consonance and dissonance between the parenting behaviors that parents report and those that their middle-school children expect them to report. A questionnaire was developed and administered to a sample of middle-school children in grades 6-8 in Felton Laboratory School at South Carolina State College. The students completed the instrument twice, once as they expected their mothers to respond and once as they expected their fathers to respond. Questionnaires taken home by the students were completed by 50 mothers and 37 fathers. Tests for association were made on each of 41 items for the following pairs: (1) mothers and fathers, (2) mothers and daughters, (3) mothers and sons, (4) mothers and all children, (5) fathers and daughters, (6) fathers and sons, and (7) fathers and all children. Responses from appropriate pairs of respondents were computed for association using the Spearman rank-order correlation coefficient. The findings are illustrated in tables; in addition, each of the 41 items is listed and followed by a brief discussion of the observed association. A copy of the questionnaire is appended. (MLF)

ED215519 EC142179

Clark, Norma K.; And Others

Pre-College Programs Needs Assessment Survey: 1980.

Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date 81

Note-68p.

Available from-OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (no price quoted).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum Development; *Deafness; *Educational Needs; *High Schools; Inservice Education; Interviews; Material Development; *Needs Assessment; Surveys; Technical Assistance

The report summarizes findings from a needs assessment survey of 16 precollege schools and programs to assess needs in the field of education. Four areas of service which precollege programs could provide were identified: curriculum development, materials development, technical assistance, and inservice training. Among findings were that parent-child programs at the preschool to eighth grade level was the option selected as the highest curriculum development need area. Appendixes, which make up most of the report, contain stimulus questions to respondents, invitation letters, needs assessment/affiliated school program project interview protocol, and a table of recommended media formats for 86 materials development areas. (SB)

ED215563 FL012836

Vendrell, Shirley

English as a Second Language Activities Package.

Southwest Idaho Migrant Education Resource Center, Nampa.

Pub Date Jan 82

Note-90p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Audiolingual Methods; Elementary Secondary Education; *English (Second Language); *Instructional Materials; *Learning Activities; Pattern Drills (Language); *Vocabulary Development

This package is designed to assist teachers in the implementation of the "ESL Lesson Guide," which has been incorporated into this document. The package provides ideas for activities that teachers can incorporate into ESL lessons, with a minimum of preparation time and effort. Materials and supplies required are basically those which teachers have available in their classrooms or to which they would have ready access. Each of the 28 steps is to be conducted in the direct method. Each step introduces a different topic and suggests vocabulary words appropriate to the topic. Suggestions for teaching the vocabulary items are included. Five activities for each of three educational levels--primary (K-3), intermediate (4-6), and secondary (7-12)--are provided. Materials needed to carry out these suggested activities are also explained. Patterns for the dittos suggested throughout the package are located in the appendix. (JK)

ED215601 HE014847

Meiklejohn, Alexander; Powell, John Walker, Ed.
The Experimental College.
Report No-ISBN-0-932020-10-0
Pub Date 81
Note-186p.; An abridged version of the original 1932 edition.
Available from-Seven Locks Press, Cabin John, MD 20818 ($11.95 hardcover, $7.95 paper).
Document Not Available from EDRS.
Descriptors-*College Curriculum; *Critical Thinking; Educational History; *Experimental Colleges; Higher Education; Interdisciplinary Approach; *Liberal Arts; *Nontraditional Students; Productive Thinking; State Universities; *Teaching Methods
Identifiers-Institutional Mission; *University of Wisconsin

In the early twentieth century, Alexander Meiklejohn believed the undergraduate college must teach students how to think. He aspired to make students into thinking, caring, active citizens with the intellectual skills to participate in a democratic society. In 1927, with the founding of the Experimental College at the University of Wisconsin, he was able to test and refine his original concept for a practical liberal arts program. In the two-year course, most of the formal elements of higher education were discarded: textbooks, rigid examinations, compulsory attendance, grades for individual courses, and learning by rote of disparate ideas. His chronicle of the experiment, newly revised and edited, discusses: (1) the aim of the liberal college, intelligence and scholarship, and responsibility and books; (2) the course of study, course integration, and the unique Athens-America (civilization) Curriculum; (3) teaching methods, including the individual student's freedom, advising, and putting Meiklejohn's liberal arts principle to work; (4) suggestions, counterproposals, and new directions; and (5) an epilogue on teachers and liberal education. Appendices include notes on the beginnings of the Experimental College and assignments and reading lists for the class leaving the college in June 1932. A bibliography is included. (MSE)

ED215618 HE014975

Standard Current Descriptions of State and Federal Student Financial Assistance Programs for Use by Postsecondary Institutions in Complying with Part 53 of the Regulations of the Commissioner of Education.

New York State Education Dept., Albany. Office of Postsecondary Research, Information Systems, and Institutional Aid.

Pub Date Nov 81
Note-39p.
Available from-New York State Education Department, Albany, NY 12234.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students; *Eligibility; *Federal Aid; *Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); Program Descriptions; *Scholarships; *State Aid; *Student Financial Aid; Student Responsibility
Identifiers-*New York

Descriptions of New York State and federal student financial aid programs as of November 1981 are presented for use by postsecondary institutions in compliance with part 53 of the Regulations of the Commissioner of Education. These descriptions may be used in the preparation of catalogs or bulletins and include information of application procedures, methods of selection of recipients and allocation of awards, award schedule, and responsibilities of recipients. The following state-administered programs are included: Tuition Assistance Program; Supplementary Tuition Assistance Program; Regents College Scholarships; Regents Professional Education in Nursing Scholarships; Regents Scholarships in Cornell University; Regents Scholarships for Professional Education in Medicine, Dentistry, Optometry, or Veterinary Medicine; Regents Physician Shortage Scholarships; Herbert H. Lehman Graduate Fellowships; Regents Awards for Children of Deceased or Disabled Veterans; Regents Awards for Children of Deceased Police Officers and Firemen; Student Aid to Native Americans; Guaranteed Student Loan Program; Parents Loans for Undergraduate Students; Auxiliary Loans to Assist Students; Higher Education Opportunity Program; Educational Opportunity Program; Search for Elevation and Education Through Knowledge; College Discovery Program; Work Incentive Program; and Vocational Rehabilitation. The federal programs include: Pell (Basic) Grants; Mayor's Scholarship Program; Supplemental Educational Opportunity Grants; National Direct Student Loan Program; College Work-Study Program; Veterans Administration Educational Benefits; Federal Aid to Native Americans; and Social Security Payments to Children of Deceased, Disabled or Retired Parents. (SW)

ED215149 CE031908

Ruff, Richard R.; And Others

Military Training: Potential Roles for Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Oct 81

Contract No-300-78-0032

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education; Coordination; *Educational Cooperation; Military Service; *Military Training; Postsecondary Education; *School Role; Secondary Education; *Vocational Education

This paper examines potential roles vocational education could play to assist the military in meeting its training responsibilities within the context of three major military and training issues: survival of the All Volunteer Force, use of the Total Force Management concept, and demands of high technology. Discussion is divided into three sections. The background section provides descriptive data concerning involvement of vocational education students in the military and expands upon the three major military and training issues. The second section introduces possible roles that vocational education could play in assisting the military to meet its training responsibilities, including being sensitive to preenlistment needs, increasing occupational knowledge concerning a military career, developing lateral entry programs, providing surge training capacity, assisting in reservist training, and providing post-enlistment services and training and civil service personnel training. In the final section, implications of those roles for vocational education and the military are discussed. These consequences of a closer cooperative relationship are outlined for vocational education: financial support, updating of technological capacity, increased sensitivity to military training requirements, and interchange of instructional methodologies. Disadvantages discussed are perceived engagement of public education in quasi-military training, less military control, and diversion of planning resources. (YLB)

ED215183 CE032007

How to Establish a Branch Literacy Council in a Rural Area. Special Experimental Demonstration Project.

Northwest Regional Educational Lab., Portland, OR. Dissemination Support Service.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg.
Pub Date [81]
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides; *Adult Basic Education; Adult Literacy; Adult Reading Programs; Demonstration Programs; Guidelines; *Literacy Education; *Program Development; *Program Implementation; *Rural Education; *Tutoring
Identifiers-Laubach Method; York County Literacy Council PA

This "how to" manual was developed as part of a York County (Pennsylvania) system for delivering the Laubach Literacy Program to a sparsely populated rural area. It provides aid to other basic skills programs in Pennsylvania to set up their own centers as literacy delivery systems. The guide first sets forth the project's aims and objectives, organized by quarters; this information could be used by other programs as a basis for a grant application or yearly plan. Following a discussion of staff requirements for the project, the booklet describes how the York project was conducted, quarter by quarter. Activities described during the first quarter include setting up the project, acquiring office space, printing posters to attract volunteer tutors and possible students, preparing news releases, opening the Literacy Center, and training the Center Director. In the second quarter, efforts were made to establish a relationship with social service agencies and neighboring literacy councils, contacts were made with high school personnel, releases about the tutor program and a student intake form were prepared, and a workshop for tutors was held. During the third quarter, a workshop was conducted for tutors in another part of the project area, and ongoing monitoring of tutor-student progress was conducted. Finally, in the last quarter, increased efforts to recruit students were made, statistics were compiled, tutors were invited to a meeting to share experiences, and preparations for the volunteer continuation of the program were made. Forms and samples of materials are included. (KC)

ED215344 CS206804

Withim, Philip

From Expression to Fact: The Role of Expressiveness in Referential Writing.

Pub Date Jul 81

Note-18p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 26-31, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty; Expository Writing; *Expressive Language; *Faculty Development; *Inservice Teacher Education; *Teacher Workshops; Technical Writing; *Writing Instruction

Identifiers-*Writing across the Curriculum

Expressiveness in language is necessary for effective communication in every field. Prose should be effective not only in literature but also in science, business, law, and other specialized fields. Writing institutes across the country specialize in a new pedagogy for teaching expository prose, and one of the chief instruments for clarifying this pedagogy to university educators in the arts and sciences is a faculty development workshop. Such a workshop should offer a session on the role of expressiveness in referential writing, with "expressive" referring to the connotative and emphatic qualities of discourse. The session should use prose examples to demonstrate (1) expressiveness in language; (2) the need for precision in the location of words; (3) the importance of clarity, brevity, and rhythm; and (4) the nature of expository efficiency in technical writing. Writing instructors across the curriculum should be aware of the role played by the expressive elements of language--connotative diction, metaphor, figures of speech, emphatic word placement, and clear rhythmic syntax--in making writing precise, informative, and full of communication. (AEA)

ED215387 CS503812

Spear, Stephen J.; Miller, Larry D.

Functional Communication Patterns and Relational Concern in Interpersonal Conflict.

Pub Date Apr 82

Note-50p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes; College Students; Communication (Thought Transfer); *Communication Research; *Conflict; Higher Education; *Interaction; *Interaction Process Analysis; *Interpersonal Competence

Identifiers-*Interpersonal Communication

A study explored the relationship between the functional communication patterns occurring in conflict and post conflict impressions of relational concern. The first part of the study involved the development and testing of an instrument to measure perceived relational concern, while the second part investigated whether varying styles of functional communication behaviors affected postinteraction impressions of relational concern in interpersonal conflict. Subjects were 36 college students, each of whom was assigned to one 15-minute interaction with another subject. Following the interaction, each subject completed the relational concern measure of his or her partner's concern. The interactions were videotaped and the behaviors of the participants coded by trained observers. The results supported the premise that communication functions are instrumental indicators of pragmatic relational information. Postinteraction impressions of relational concern were shown to be related to functional communication behaviors, suggesting that styles of presentation of communication functions affect pragmatic relational perceptions of interactants. It was also shown that social actors can discriminate between levels of relational concern in interpersonal conflict and that communicators in such situations use differing presentational styles of communication function. (Copies of materials used in the study are appended.) (FL)

ED215472 EC142131

Susser, Phyllis, Ed.

Non-Public Schools as Alternative Providers in a Service Delivery System.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 79

Note-37p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Compliance (Legal); *Delivery Systems; Developmental Disabilities; *Disabilities; Elementary Secondary Education; Financial Policy; Inservice Education; Interdisciplinary Approach; *Private Schools; Public Schools; Residential Schools; *Special Education

Identifiers-*New York (New York)

Seven articles focus on nonpublic schools as alternative providers in a service delivery system for handicapped children with particular emphasis on New York City programs. The first article, "Handicapped Education in New York State" by L. Grumet, concludes that a Special Master is needed to monitor New York City compliance, that restructuring of the funding system is necessary, and that private schools serve to develop unique and intense programs. The next article, "Non-Public Schools for Special Education in New York State--An Experiment in Alternative Education" by M. Rebell, looks at legal problems of nonpublic schools and supports greater cooperation between public and nonpublic schools. A historical perspective on the state of nonpublic special education in New York City is given in "A Tale of Two Schools Or Dancing through the Minefields Blindfolded" by M. Stiskin. The next article is by H. Marquit and is titled "Service Trends in the Developmental Disabilities in the 1980's." Marquit looks at changes in the field of developmental disabilities including service delivery patterns, legislation, relationships to other human services, resource allocations, and the potential to use nonpublic school resources. S. Broadley, a teacher in a nonpublic school, discusses in "The Challenge of Independence" how a nonpublic school can use its independence and flexibility to set standards and objectives for excellence in education, personnel training, and clinical supervision. The next article, by M. Bortner, is on "The Interdisciplinary Team as a Vehicle for In-Service Education." The final article is titled "Residential School as 'Treatment of Choice?'" (G. Burday). The author takes issue with views that see residential placement as the choice of last resort and claims that residential programming can provide more educational time, greater structure, and continuity/consistency of education and treatment. (DB)

Mitchell, David R.; And Others

Beyond Expectations: Early Intervention with Down's Syndrome Infants and Their Parents. PATH Occasional Paper No. 3.

Waikato Univ., Hamilton (New Zealand).

Spons Agency-New Zealand Dept. of Education, Wellington.

Pub Date Nov 81

Note-56p.; Print is poor in parts. Project PATH. Additional funding provided by Mental Health Foundation, IYC Telethon Trust and Lottery Board of Control.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Development; *Downs Syndrome; Infants; *Intervention; *Motor Development; Parent Role; *Program Effectiveness

An early intervention program for 14 Down's syndrome children (4 to 15 months old) and their parents included individualized guidance for parents in teaching their infant. Home activities centered on tasks to develop attention: cognitive, perceptual, motor, and language skills. Emphasis was placed on a structured teaching approach with developmental assessments leading to prescribed teaching activities. Task analysis was an important focus. Analysis of scores on the Bayley Scales of Infant Development indicated that Ss scored higher in mental development than infants exposed to little or no intervention and comparably to children in intensive intervention. In motor development, Ss scored significantly better than those receiving no intervention and scored at the top of the range for those who were. (CL)

ED215543 EC142403

Hicks, Doin E., Ed.; And Others

Issues in Postsecondary Education. Update on Academic, Professional, Career, and Research Activities.

Gallaudet Coll., Washington, D.C.

Pub Date 81

Note-69p.

Available from-Directions, Box 5664, Washington, DC 20016 ($10.00 per year, $3.50 single copy).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Adjustment (to Environment); Admission Criteria; *College Students; Court Litigation; *Deafness; Followup Studies; Hearing Impairments; Higher Education; Postsecondary Education; Program Descriptions; Rubella; *Student Adjustment; Surveys

The special issue contains articles which focus on the opportunities for deaf high school graduates who want to go on to postsecondary education. Following an introduction by C. Williams is an interview with Gallaudet College's former Director of Admissions titled "Screening In--The Admissions Policy at Gallaudet College. An Interview with Bernard Greenberg" (which covers such issues as areas of screening) by B. Boston. "The Gallaudet Quality of Life Survey--Life Satisfaction Ratings of Gallaudet Alumni" by S. Anthony presents findings from 1,000 Ss in six main life areas: social participation; travel, recreation, and leisure; scholarly, intellectual, and artistic activities; life satisfaction ratings; anomie scores; and communication methods between respondents and parents. The case of a hearing impaired student nurse's enrollment in a nursing school program is reviewed by S. DuBow in "The Impact of Southeastern Community College v. Davis on the Rights of Deaf People." An article titled "College/Career Programs for Deaf Students--A Summary" (C. Williams) describes six programs with special services for deaf students. "The Long-Term Effects of Exchange Programs on Hearing and Hearing-Impaired Students" (S. Stein) reports a 10 year study of 99 students enrolled in special and exchange programs. "Postsecondary Transfer Opportunities for Hearing Impaired Students" is the topic of an article by J. Biser. Results of a study of 330 hearing impaired students are cited in "Influences on Academic Achievement of Hearing Impaired Students Born during the 1963-65 Rubella Epidemic" by T. Allen and M. Karchmer. A final article, "The 1963-65 Rubella Epidemic--Impacts on Postsecondary Education of a Large Population of Deaf Adolescents" (P. Kerstetter and D. Armstrong) reports findings on 1,949 hearing impaired students in terms of age at entry, sex distribution, additional handicapping conditions, and academic retention/progression. (SB)

ED215082 CE031243

Smith, Wendell

Adult and Continuing Education Research Issues.

Pub Date 82
Note-9p.; Paper presented as the keynote address to the Lifelong Learning Research Conference (St. Louis, MO, February 12-13, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education; *Adult Education; *Continuing Education; *Educational Research; Higher Education; Lifelong Learning; Postsecondary Education; *Research Needs

Adult and continuing education is the most evolutionary area in education today. It is growing, both in terms of student participation and in the number and types of providers. Of the approximately 120 million adults in the United States, 12 percent (or 18 million) were involved in a formal learning experience leading to a diploma last year. Adult education is being provided by business and industry internal employee training and staff development activities, in labor unions, in professional organizations, and in community organizations. In addition, adult education is being provided by adult basic education programs (approximately two million adults served last year); and by higher education, which is making education increasingly available to adults over 25 through more flexible programs and more innovative offerings. Six major research issues can be identified as facing the adult and continuing education profession today: (1) How do we maintain research quality and relevance? (2) Who will provide funding for future research? (3) How do we keep abreast of research needs in light of continued educational, economic, social, and political change? (4) How do we establish viable research linkages within our profession, with our research colleagues in other fields, and with researchers in other parts of the world? (5) What will be the impact of future technologies on lifelong learners of tomorrow? and (6) Should continuing education be elective on the part of the individual or should it be controlled by extrinsic forces? These questions are important to the research efforts of lifelong learning researchers. (KC)

ED215166 CE031925

Proctor, Samuel D.

Equity from a Racial/Ethnic Perspective. Research and Development Series No. 214J.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 81
Contract No-300-78-0032
Note-27p.; For related documents see CE 031 915-932.
Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214J, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Blacks; Black Studies; Black Youth; *Equal Education; Ethnic Discrimination; *Minority Groups; Postsecondary Education; Secondary Education; Social Bias; Social Discrimination; Teacher Attitudes; Teacher Education; *Vocational Education

An immediate equity concern is the half million young minority Americans who are out of work, out of school, out of jail, and alienated. The current situation can be traced to the enslavement of blacks and their subsequent treatment after the Civil War. A national educational philosophy for blacks has been developed that is based upon the theories of two prominent black educators, Booker T. Washington and W. E. B. DuBois. Three major recommendations can be made for further action. All teachers must study rigorously, experientially, and systematically the backgrounds of the minorities who will be their students. Black studies courses are essential to the professional preparation of vocational education teachers. Vocational education teachers and counselors must search for all indices of learning ability in minority youth and be aware that tests have a limited capacity to measure what they purport to measure. All vocational educators must understand and acknowledge their own values with respect to the issues of fairness and justice to overcome prejudice. (YLB)

ED215261 CG015994

[White House Conference on Aging, 1981. Papers Prepared by the Gerontological Society of America.]

Gerontological Society, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-AID-1; AID-2; AID-3; AID-4; AID-5; AID-6; AID-7; AID-9

Pub Date 81

Note-75p.; Papers presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022. A.I.D.-8 not published.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Aging (Individuals); Employment Opportunities; *Health; Housing; *Individual Needs; Negative Attitudes; *Older Adults; Research Needs; Retirement; *Social Services; State of the Art Reviews; Stereotypes

Identifiers-*Long Term Care; *White House Conference on Aging

This document contains eight papers presented at the 1981 White House Conference on Aging. Each paper begins with a statement of a Congressional finding relevant to the topic under consideration, followed by a presentation and discussion of important issues related to each topic. The first paper, "Research on the Aging Process," explores the scope of research on aging and considers biomedical, behavioral, and social science research. The paper on health care investigates shortcomings in Medicare coverage, mental health needs, and the delivery of health care services to older people. An examination of housing and housing services for older people discusses owner-occupied housing, rental housing, and the need for coordination of community resources. A social services report focuses on the Older Americans Act and the delivery of services to older people. A paper on long-term care considers the continuum of care needed by chronically ill older people and discusses both institutionalization and home-care alternatives. Employment opportunities for older people and the ramifications of a national retirement policy are also reviewed. The final paper focuses on the elimination of negative stereotypes toward aging and older people. (NRB)

ED215408 EA014508

Lewis, John F.

Comparable Worth: Is It Anything More Than "The Latest" Discrimination Issue?

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-13p.; Chapter 8 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-Board of Education Policy; Civil Rights; *Court Litigation; Elementary Secondary Education; Employed Women; Males; Minority Groups; *Salary Wage Differentials

Identifiers-Civil Rights Act 1964 Title VII; *Comparable Worth; Gunther v County of Washington; *Occupational Segregation

The comparable worth issue has become heated in the 1980s and is especially important to minorities and women. The debate, explored in this eighth chapter of a book on school law, concerns the causes of and cures for the earning gap between employed men and women. One major cause of the gap is occupational segregation. Comparable worth advocates offer three approaches to cure wage inequities--broadening the Equal Pay Act's equal-pay-for-equal-work concept, requiring that wages be proportionate to the worth of a job, and using statistical techniques to isolate that portion of a wage differential attributable to sex discrimination. Basic comparable worth theory has not yet found judicial approval. However, the recent Supreme Court decision in "Gunther v. County of Washington" allows plaintiffs to press comparable worth under Title VII of the Civil Rights Act of 1964 and raises the possibility that employers cannot simply rely on the labor market in setting wages. School boards need to prepare for possible legal battles with those in positions held predominately by females by reviewing wage structures and justifying wage differentials. (Author/WD)

ED215447 EC142106

DeKay, Della; Lynch, Maureen

Enhancing Interpersonal Skills: A Workbook for Disabled College Students.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Office of Higher and Professional Education.

Report No-CASE-13-81

Pub Date Sep 81

Grant-53-81-0391; VEA-80-3C-162-HPS

Note-164p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*College Students; *Disabilities; Higher Education; *Interpersonal Competence; Social Development

The guide is intended for counselors, teachers, and others as a curriculum in interpersonal skills for disabled college students. Chapters are designed to engage students in active participation in the following areas: active listening, expressing ideas, expressing feelings, handling questions, starting conversations, using feedback, asserting one's self, resolving conflicts, approaching job interviews, and handling work situations. Chapters provide suggestions for discussion, role playing, and case studies of other disabled persons. Many sections focus on the role of the interpersonal skills in employment. (CL)

ED215564 FL012837

Sankoff, David; Poplack, Shana

A Formal Grammar for Code-Switching. CENTRO Working Papers 8.

City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.
Pub Date 80
Note-58p.; Prepared by Language Policy Task Force. For related document see ED 214 394.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bilingualism; *Code Switching (Language); English; Language Research; Language Usage; Puerto Ricans; Spanish; Surface Structure; *Syntax; Vocabulary

This study, part of an on-going investigation, analyzes the syntactic aspects of code-switching. A series of empirical studies has confirmed that there are only two general linguistic constraints where code-switching may occur, the free morpheme constraint and the equivalence constraint. This study describes in formal terms how the two constraints determine the way two monolingual grammars may be combined in generating discourse containing code-switches. The data were selected from recordings of 20 individuals including both balanced bilinguals and speakers who are fluent in Spanish but not in English. The data, already analyzed in a previous study (Poplack, 1979), were reanalyzed within a formal grammatical framework based on the direct generation of surface phrase structures by a context-free grammar. The analysis sketches surface grammars for the Spanish and English spoken in the corpus, as well as for the code-switching mode. The analysis also studies the syntactic aspects of code-switching heard in the speech of Puerto Rican bilinguals. One point that emerged is that code-switching constraints are surface phenomena and that phrase structure grammars for each language can be combined to form a code-switching grammar which generates grammatical monolingual and code-switching sentences. (AMH)

ED215101 CE031724

Alexander, Karl L.

The Practical Implications of Research on Career Decision-Making and Career Development: A Review of Eleven Studies Supported by The National Institute of Education.

Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Pub Date Oct 81
Note-92p.; Commissioned by the Home, Community and Work Group of NIE.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Blacks; *Career Choice; *Career Development; *College Students; *Decision Making; Females; *High School Students; Males; Postsecondary Education; *Research Projects; Research Reports; Secondary Education; Socioeconomic Background; Socioeconomic Status; Values; Whites
Identifiers-National Institute of Education

The National Institute of Education supported a program of basic research studies dealing with career decision-making processes among high school and college students and the career experiences of youthful workers from 1976 through 1979. The 11 studies funded under this grants competition are diverse. Some examine the experiences of secondary students while in school; others consider how such experiences relate to students' postsecondary educational and work histories. More than half the projects focus on college students. Some of these are restricted to what happens to students in school, while others trace their work experiences after graduation. The studies also trace the decision-making processes of students of different races, backgrounds, and both sexes. A review of the studies concluded the following: (1) educational attainment, educational experiences, and educational decision-making all matter a great deal; (2) it cannot be assumed that the actual course of career decision making approximates at all the idealized models so prominent in the literature; (3) it also should not be assumed that all that is required for effective career planning is to get youth to act like the future-oriented rational actors implied in such models--having well-conceived goals no doubt is important, but youth also have to be prepared for the realities of the world; (4) optimizing often involves trading off competing values; (5) finally, many factors contribute to the different levels of occupational success experienced by men and women, blacks and whites, and youth from various backgrounds. (The 11 studies are synopsized and reviewed in the report.) (KC)

ED215132 CE031820

Pletcher, Barbara
Staff Development. Vocational Education Curriculum Specialist, Module 16.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 81
Contract No-300-78-0562
Note-57p.; For related documents see CE 031 802-819, ED 132 376-383, and ED 132 401-415.
Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 (35.00 for complete set of 16 modules, an instructor's guide, and audio tape cassette, and field test report. Write for individual prices).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attitudes; Behavioral Objectives; Change Strategies; Competency Based Teacher Education; *Curriculum Development; Educational Administration; Higher Education; Information Services; Instructional Materials; Learning Activities; Learning Modules; *Needs Assessment; *Personnel Evaluation; Postsecondary Education; Program Administration; *Program Effectiveness; Program Evaluation; Skills; *Staff Development; Staff Role; Tests; *Vocational Education

One of five modules in the administrative series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into four sections, each based on one of the goals. The first section concerns determining needed skills and attitudes. Discussed are involvement of teachers, supervisors and administrators, and the community; and staff development goals. The second section is about exploring available staff development information and includes sources, presentation of information, and selecting appropriate staff development strategies. The third section is on preparing for staff development, while section four considers evaluation of staff development activities. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include a self-check, responses to the self-check, and recommended references. (YLB)

ED215203 CE032106

Manis, Jean Denby

Relationships Among Career Orientation, Employment Status, Self-Esteem, and Life Satisfaction of Women: An Analysis of Age Differences.

Pub Date Mar 82

Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age Differences; *Career Planning; Employed Women; Employment; *Employment Level; *Females; *Life Satisfaction; Research; *Self Esteem

In 1977 the Center for Continuing Education of Women (CEW) at the University of Michigan initiated a study of the lives of women who had gone to CEW during 1964-73. Effects of the transition from the traditional wife-mother-homemaker role to employment were examined among women of different ages and points of the life cycle, with particular attention to the relationships between career orientation and self-views. A 10-page questionnaire was returned by 1145 respondents, aged 22-83 of reasonably high socioeconomic status. Employed women showed higher self-esteem than unemployed women. Life satisfaction showed essentially the same pattern of relationships to work status. Work status was not, however, significantly related to self-esteem or life satisfaction among women 35-44. Reasons considered for this behavior were family-state, type of job, and her perception of her husband's attitudes about pursuing a career. Data seemed to corroborate a picture of women 35-44 as caught in a time warp where they accept and are influenced by new options opening to women but do not reject older values and interests. Current level of employment appeared to be related to maternal employment. (The paper ends with a summary of figures on the current CEW population to help illustrate issues invoLed in serving these women and to suggest the breadth and complexity of the CEW counseling process. Six tables are appended.) (YLB)

ED215221 CE032157

Jorgensen, C. C.; Hoffer, P. L.

Early Formation of Training Programs for Cost Effectiveness Analysis.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No-ARI-TR-472

Pub Date Jul 78

Note-137p., Research conducted by the Army Research Institute Field Unit at Fort Bliss, TX.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Cost Effectiveness; *Cost Estimates; Data Analysis; Equipment Utilization; *Evaluation Methods; Military Air Facilities; *Military Training; Models; Predictive Measurement; Predictor Variables; *Program Costs; Program Design; *Program Evaluation; Research Design; Research Methodology; Training

Identifiers-Air Force; *Cost and Training Effectiveness Analysis; Weapons

Developed for application in Air Force weapons systems training programs, a research project investigated the methods, procedures, and data available for conducting cost and training effectiveness analyses (CTEA). The primary objective of the project was to develop a user-oriented procedure for early formulation of training programs that can be input into cost and training effectiveness analyses. While the starting point for the CTEA procedure developed is always a task description, the procedure has not been made dependent upon any one participation task format, but instead records task information into a set of descriptive variables. Functions of training programs addressed by the procedure include (1) the stimulus media presenting the training information; (2) the response media accepting the responses made by the student to the stimulus media; (3) the feedback media performing evaluations of student response; and (4) the method within which the media are used. Steps of the CTEA procedure include preparing task descriptions, choosing the task media, describing the functional context of the group task, recording efficiency for each task, selecting the group method, reducing the media set, costing the program, forming efficiency ratios, and normalizing costs for cost/efficiency ratios. (MN)

ED215240 CG015843

White, Denise Yvette

The Effects of Time in Prison, Esteem and Disclosure on Prisonization.

Pub Date Apr 81
Note-81p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Acculturation; *Adjustment (to Environment); Blacks; *Environmental Influences; *Males; *Prisoners; Role Perception; *Self Esteem; Social Influences
Identifiers-*Self Disclosure

The prison experience has traditionally been examined from two perspectives, i.e., deprivation or importation. The amount of time spent in prison, the degree of assimilation into the inmate subculture (prisonization), changes in self-esteem, and self-disclosure are associated with the deprivation model. Advocates of the importation model, however, argue that factors from outside the prison experience have an equal effect. Prisonization, self-esteem, self-disclosure, post-release expectations and outside contacts were examined in a cross section of 100 minimum security inmates. Subjects completed questionnaires consisting of a 73-item scale to measure prisonization, the Coopersmith Self-Esteem Inventory, and the Jourard Self-Disclosure Questionnaire. Self-esteem was correlated with three prisonization measures but not with self-disclosure. Self-disclosure shifted to outside prison targets as release neared. There was also a significant two-way interaction of self-esteem and social role adaptation on disclosure to inmates. The measures of outside influences showed inconclusive results and did not provide support for either model. The data suggest that inmates who are most involved in the inmate subculture assume more negative social roles and are more opposed to the law and to the institution. (The appendices contain reliability/validity information on the scales used in the study as well as the study instruments.) (Author/NRB)

ED215280 CG016013

The White House Conference on Aging Community Forums Handbook.
White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Pub Date 81
Note-71p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Aging (Individuals); *Citizen Participation; *Community Involvement; Community Programs; Discussion; Financial Support; Older Adults; *Planning; Publicity; *Regional Programs; Scheduling; *State Agencies
Identifiers-*White House Conference on Aging

This guide, designed to assist groups interested in participating in the 1981 White House Conference on Aging, describes the community forum as an opportunity for local citizens to hold public discussions on issues of importance to older persons and to the general community. The handbook introduces readers to the Conference, outlines the design of proposed local, state, and regional Conference activities, and offers a "how to" guide for groups organizing community forums that addresses the topics of sponsorship, participants, forum size, time, and location as well as ideas for organizing, conducting, and reporting a forum. Themes for community forums are suggested and lists of potential sponsors are given. The next section describes publicity efforts for the forums through newspapers, radio, television, and public service announcements. A series of 11 questions are presented which suggest discussion ideas for community forums. The names and addresses of state agencies on aging and of area agencies within each state are also provided. (NRB)

ED215301 CS006592

Nieratka, Ernest B.

Miscue Analysis: A Needed Diagnostic Dimension for Non-Traditional Students.

Pub Date [73]
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Diagnostic Tests; Higher Education; *Miscue Analysis; *Nontraditional Students; Oral Language; *Oral Reading; Reading Diagnosis; *Reading Difficulties; Reading Improvement; *Reading Instruction; Student Needs
Identifiers-*Reading Miscue Inventory

Miscue analysis is a monitoring device that makes it possible to view the manner in which a student is processing a given reading selection; therefore, it is more appropriate than standardized reading tests for measuring the strengths and weaknesses of nontraditional students. Miscue analysis assumes that reading is a language process and that every normal individual who approaches the reading task is a competent user of the language of his or her speech community. The extent to which the experiences and oral language of the student fall short of, differ from, or are in dissynchrony with the printed page is the degree to which difficulty will be experienced. Semantic and syntactic information cues can be used by the reader to narrow the possibilities of what is coming. The reader may also use information from the printed letters themselves in order to determine the exact word used. The Reading Miscue Inventory assesses how well a reader uses these cues in his or her oral reading by analyzing each miscue the reader makes. The inventory determines to what extent comprehension is affected by the reader's miscues, and how well the reader uses his or her knowledge of grammatical relationships when reading. (HOD)

ED215322 CS006620

The Improvement of Reading in the Secondary School.

Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date [80]
Note-68p.
Available from-Publications Distribution Office, Texas Education Agency, Division of Curriculum Development, 201 East 11th St., Austin, TX 78701 ($2.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academically Gifted; Basic Skills; *Course Content; *Curriculum Development; Reading Diagnosis; *Reading Instruction; Reading Material Selection; *Reading Programs; Secondary Education

Intended for reading curriculum designers and teachers, this manual presents suggestions for developing a balanced reading program at the junior and senior high school levels. The first section discusses the organization and administration of a secondary school reading program, including the essentials of a balanced program and the evaluation of reading development. The second section, on developmental reading, includes a discussion of reading readiness and a course description. The third section presents guidelines for adjusting instruction for academic differences, such as basic skills programs and reading for gifted and creative students. The subjects discussed in the content area reading section include social studies, mathematics, second languages, and business education. The appendixes contain the objective specifications of the Texas Assessment of Basic Skills in Reading, book selection aids, sources of diagnostic materials and addresses of professional organizations and publications, as well as a bibliography. (HTH)

ED215366 CS206877

Kilby, Jan

Designing a Career Education Program for English and English Education Majors.

Pub Date Mar 79

Note-25p.; Paper presented at the Annual Meeting of the Conference on English Education (17th, Pittsburgh, PA, March 14-17, 1979).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education; Career Guidance; *College English; *Curriculum Development; *English Departments; *English Teacher Education; Higher Education; *Integrated Curriculum; Program Content

Departments of English and English education need to integrate concepts of career education that are based on the theory that people are constantly in the process of developing ideas about themselves in relation to their careers. Although institutions of higher education have been slow to implement career education, in recent years English educators have become concerned about career guidance for their students. In response to these concerns, their major professional associations have funded studies, produced publications, and initiated services that deal with the career-related problems of English majors. Career education programs can incorporate into existing departments of English, with the collaboration of departments of English education, both career information and career guidance. To implement such a program, a department of English or English education would have to make modifications in administrative policies and procedures in program, community relations, and faculty development. It would also need to modify existing student personnel services, including introductory services, continuing services (such as a certified counselor, a career resource library, an internship program, or a job service), and closing services. Modifications in curriculum and instruction should include experiences that put students in touch with those people whose work is directly related to English and the communication arts. (AEA)

ED215494 EC142153

Mann, Philip H.; And Others

Responding to Variability among Exceptional Children. Volume I: Management and Programming. A Manual for Teacher Corps' Exceptional Child Education.

Miami Univ., Coral Gables, FL. School of Continuing Studies.
Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date [80]
Contract No-300-780-286
Note-188p.; For related document, see EC 142 154.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Administration; Administrator Role; Classroom Techniques; *Diagnostic Teaching; *Disabilities; Elementary Secondary Education; Parent School Relationship; School Community Relationship; *Special Education
Identifiers-*Teacher Corps

The first of a two part series designed for Teacher Corps staff working with exceptional students addresses topics related to management and programing. Six chapters deal with the following aspects (sample subtopics in parentheses): diagnostic-prescriptive education (individual education program, behavior observation); role of the exceptional child coordinator (interaction with community and school district); school based organization and management (implementation strategies for student assessment, assessment considerations in programing); classroom management (individualization, material selection and organization, classroom discipline); administrator roles (staff development, privacy regulations, P.L. 94-142--the Education for All Handicapped Children Act); and parental and community involvement (parent-school collaboration, parent impact areas). (CL)

ED215520 EC142180

Project Employability: Employability Assessment and Training for Educationally Handicapped High School Students.

East Central Ohio Special Education Regional Resource Center, Dover.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date [Aug 81]

Note-12p.; For related documents, see EC 142 181-186.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Employment Potential; High Schools; *Job Skills; *Mild Mental Retardation; *Moderate Mental Retardation; Program Descriptions; Program Evaluation; Vocational Adjustment; *Vocational Education
Identifiers-*Project Employability

Project Employability (Ohio) was designed to improve the employment skills of low functioning educable mentally retarded and high functioning trainable mentally retarded high school students. The project was implemented through both process and student outcome objectives. A contributing factor to the program's success was its association with a regional resource center. The program consists of six products in book form: "Employability Assessment Instrument," "Employability Curriculum," "Community Job Task Analysis," "Home/School/Work Handbook," "Student Work Performance Handbook," and "Employability Administrative Handbook." Staff development included inservice training, workshops, and meetings with a citizen's advisory panel. Evaluation data support the program's effectiveness in terms of students' knowledge of social and vocational information and gain in number of jobs. (SB)

ED215586 FL012932

Jurasek, Richard

Beyond Rassias: Intensive Language Programs at Large and Small Institutions. Intensive and Super German at Earlham College.

Pub Date 81

Note-8p.; Paper presented at the meeting of the Modern Language Association (New York, NY, December 26-30, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Second Language Programs; Higher Education; Immersion Programs; *Intensive Language Courses; Language Proficiency; Modern Language Curriculum; *Program Design; *Second Language Instruction; Teaching Methods

Identifiers-*Dartmouth Rassias Method

Two approaches to college second language instruction are described. One, an on-campus option, gives students a classroom opportunity that is similar to the intensive/immersion program, which is a ten-week intensive language course followed by a ten-week program in Mexico, France, or Germany. The on-campus option, called "Super," is a two-credit course which assumes three contact hours a day and considerable homework. "Intensive," the first part of the intensive/immersion option, is a one-credit course assuming three contact hours per day and no homework. The approach, method, and pedagogical theory behind both courses was inspired by the Dartmouth Model or the Rassias Method, a process in which students encounter and re-encounter the structure of the language aiming toward fluency. The Intensive and Super Courses go beyond this model in that the courses are taken in a supportive environment with emphasis on the sending and receiving of messages. The method has been favorably received among students and faculty with the result that each year there is a stable number of majors. By way of conclusion, suggestions are given to other teachers and institutions regarding the need to work harder in such a program, to train student instructors, to promise and deliver communication skill, and to be eclectic in methodology. (AMH)

Wheeler, Jeanette D.

The Scope of Vocational Education. Vocational Education Curriculum Specialist, Module 2.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-50p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - **MF01/PC02 Plus Postage.**

Descriptors-Administrator Education; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; Educational Administration; Educational Economics; Educational Finance; *Educational Objectives; Educational Philosophy; *Educational Policy; Educational Sociology; Enrollment; *Enrollment Trends; Federal Government; Federal Legislation; *Financial Support; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Management Development; Postsecondary Education; Program Administration; Secondary Education; Tests; *Vocational Education

Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

One of five modules in the foundation series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section describes vocational education's evolution; its changing definition; its relationship to general, career, postsecondary, and adult education; and impact of federal policy and legislation. The philosophic, economic, and sociological concepts underlying vocational education are considered in section 2. The third section focuses on data on enrollment and financial statistics. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215150 CE031909

Ruff, Richard D.; And Others

An Examination of the Desirability of Expanding Cooperative-Type Work Experience Efforts.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jan 82

Contract No-300-78-0032

Note-22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperative Education; Educational Policy; Feasibility Studies; *Program Development; School Business Relationship; *Vocational Education; *Work Experience Programs

Identifiers-Linkage; *Program Expansion

This paper examines the desirability and feasibility of expanding the effort committed to cooperative-type work experience programs. A data-based discussion is first provided of the current state of affairs in regard to cooperative education enrollment, student employment, and employer involvement in work experience efforts. In the next section, the major policy issues are examined that would affect the desirability and feasibility of expanding cooperative-type work experiences, including maintenance of program quality, student recruitment, changes in the workplace, readiness of students to benefit, legal constraints, cost to education, new approaches, and displacement of workers. The last section sets forth policy options that facilitate expansion. These federal options are suggested: targeted tax credits, flexibility in minimum wage, federal job opportunities, and vocational education and related legislation. State/local options suggested are closer linkages with general and college curricula, increased latitude to local districts, research and development, and shared control with business/industry/labor. (YLB)

ED215345 CS206805

Kirscht, Judith M.

Perception and Evaluation: Writing to Develop Thinking Skills.

Pub Date Jul 81

Note-27p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 26-31, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes; *Course Content; Course Descriptions; Critical Thinking; Higher Education; *Integrated Activities; *Interdisciplinary Approach; *Writing Instruction; *Writing Processes; Writing Skills

Identifiers-*Writing across the Curriculum

If students are first taught writing as experience, then become aware of the intellectual and imaginative operations they use to shape that experience, they will be better able to manage the thinking and writing tasks of the various academic disciplines and of the world of work. This is the purpose of a proposed upper-level writing course that would help students identify the thinking skills required by a variety of subject areas and to apply these skills to their personal lives. The course will assist students in examining the ways they respond to the world and form attitudes, and then lead them to examine the influence of that perspective on their observations. Next, the course will show students how to apply the scientific method to their own beliefs. Finally, the students would learn to identify and analyze the values that underlie their choices. By thinking and writing throughout the course, students will move from the self outward, from personal, through academic, to purposeful tasks so that they can better understand the appropriate language of each. (Course materials are appended.) (FL)

ED215428 EA014550

Brazee, Edward N.

Student Responses to a Language Arts Test of Cognitive Functioning.

National Middle School Association, Fairborn, Ohio.

Pub Date 81

Note-13p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-Adolescent Development; *Cognitive Processes; *Cognitive Style; Cognitive Tests; Grade 7; Intermediate Grades; Junior High Schools; *Language Arts; *Language Processing; Middle Schools; Testing; *Test Interpretation; *Test Reliability

Identifiers-*Language Arts Test of Cognitive Functioning

The Language Arts Test of Cognitive Functioning (LATCF) was investigated to determine if the measure could give specific information about the thinking required for language arts tasks. The LATCF was developed by the author and consists of six anecdotes or tasks that the student must solve or complete. The anecdotes are built on six functions that describe major categories of thinking used in language arts: interest and investigation style, reasons for events, relationships, use of a model as a theory, type of categorization, and depth of interpretation. The population for this study consisted of all 48 seventh graders at the University of Northern Colorado Laboratory School in Greeley (Colorado). According to their cognitive level ratings from the Burney Logical Reasoning Test, the students were classified as concrete, transitional, or formal thinkers. Four students were randomly chosen from each cognitive level category to take the LATCF. Eight of the twelve students tested using the LATCF received a rating identical with their rating on the Burney test. Of more importance was the ability to determine the nature of cognitive functioning through the anecdotes on the LATCF. The applicability of the findings to classroom teachers is discussed. The LATCF is contained in the appendix. (Author/MLF)

ED215602 HE014848

Nelsen, William C.

Renewal of the Teacher-Scholar: Faculty Development in the Liberal Arts College.

Association of American Colleges, Washington, D.C.
Report No-ISBN-0-911696-06-7
Pub Date 81
Note-109p.
Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Faculty; Curriculum Development; Employment Practices; *Faculty Development; Faculty Evaluation; Faculty Fellowships; Higher Education; *Instructional Improvement; Liberal Arts; *Personnel Policy; Program Administration; Program Development; *Research Skills; Sabbatical Leaves; *Scholarship; Teaching Skills

Issues pertaining to effective faculty development programs at colleges and universities are considered, based on interviews with faculty members, administrators, and students at 20 liberal arts colleges. The book is also an outgrowth of the author's role in the Project on Faculty Development in 1979 at the Association of American Colleges. Faculty development is viewed as encompassing four specific areas: professional development (scholarship, improved research skills, broadening of scholarly areas); instructional development (pedagogy, improved teaching skills, learning of new changes in current offerings, development of interdisciplinary courses); and organizational change (enhancing faculty renewal through alterations in committee systems, reward structures, and new campus-wide goals). Approaches to renewal of the faculty member as scholar include the award of competitive grants for research, travel, or study, providing released time to a faculty member for study or research, and faculty-student research grants. Among the effective approaches to teaching development are: teaching institutes, skill-oriented and subject-oriented workshops, mentorship by senior colleagues, taking a colleague's course, and teaching consultation. Five areas involving changes in college policies and practices that could change faculty attitudes toward renewal include: the reward structure, the committee system, on-campus faculty support systems, personnel management, and faculty evaluation policies. Attention is also directed to the way that faculty renewal programs are conducted. Brief descriptions of specific faculty development programs and a list of faculty development resources compiled by Michael E. Siegel are appended. (SW)

ED215619 HE014976

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.

New York State Education Dept., Albany. Office of Postsecondary Research, Information Systems, and Institutional Aid.

Pub Date Dec 81
Note-37p.
Available from-New York State Education Department, Albany, NY 12234.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education; *College Students; Educationally Disadvantaged; Eligibility; *Federal Aid; Federal State Relationship; Fellowships; Graduate Students; Higher Education; Program Descriptions; *Resource Allocation; *State Aid; *Student Financial Aid; Student Loan Programs; Trend Analysis; Undergraduate Students; Use Studies
Identifiers-*New York

The present scope and operation of New York State's financial aid programs are described, and improvements aimed at the enlargement of educational opportunity are recommended. The state's student financial aid programs (loans and grants) for 1980-81 totaled $1,139.2 million, of which $247.2 million was for the Tuition Assistance Program (TAP), $874.2 million was for loans, and $17.8 million was expended for other grant and scholarship programs. Of all state-administered student aid programs, the Guaranteed Student Loan Program showed the greatest increase in activity. The average TAP award for undergraduates increased by an estimated 5.9 percent between 1979-80 and 1980-81 ($803 to $850). For graduate students, the estimated average TAP awards for all sectors increased slightly, from $382 to $389. The Supplemental Tuition Assistance Program is a new program to provide additional aid to undergraduate students who are educationally disadvantaged, carrying a remedial workload, and are unable to meet academic progress requirements. Commencing in 1981-82, the state will reimburse independent colleges and universities for their share of expenditures under the Federal College Work-Study Program. Changes in the Federal Guaranteed Student Loan Program, revision to program pursuit and satisfactory academic program regulations, and new awards for children of persons who die in police or fire duty are outlined. The scope of state-administered and federal student aid programs is reviewed, along with the relationship of programs at the two levels of government. Trends in awards and payments in the TAP are also reviewed. Recommendations regarding TAP awards and a Regents Fellowship Program for first-time doctoral students are offered. (SW)

ED215083 CE031338

Probert, Donald K.; And Others

The Establishment of a Vocational Education Personnel System to Assist in the Instructional Staffing of Vocational-Technical Programs. Executive Summary [and] Final Report.

Laventhol & Horwath, Philadelphia, PA.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.

Pub Date Jun 81

Contract No-83-0801

Note-205p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Higher Education; *Information Systems; Personnel Data; Personnel Needs; School Business Relationship; Secondary Education; Teacher Certification; *Teacher Education; *Teacher Recruitment; *Teacher Selection; Teacher Supply and Demand; Technical Education; *Vocational Education

Identifiers-*Pennsylvania

A project was conducted in Pennsylvania to design a statewide system for establishing regional pools of qualified teachers for potential staffing of local vocational training programs in secondary schools. The objectives of the project were to facilitate recruitment and retention of qualified vocational education instructional staffs by providing mechanisms which would allow for (1) creation of awareness among tradespeople of the teaching alternative and its requirements; (2) development of preservice training programs for persons in trades; (3) identification of a pool of qualified persons for regular or substitute teaching; (4) strengthening of public confidence in vocational education teachers' teaching skills; (5) development of a better relationship between industry and vocational-technical schools; and (6) provision of more definite guidelines for the outreach services of teacher education. The project was accomplished primarily through a comprehensive data collection effort with participants from area vocational-technical schools, labor, and industry organizations, vocational education personnel development centers, and vocational education programs of other states. It was decided after accumulation of data not to implement a new, costly personnel identification system, but to tie in with existing resources, especially with the system of Indiana University of Pennsylvania. The final project report provides recommendations for a comprehensive and integrated vocational education personnel system incorporating features for labor market needs analysis, people/position matching, personnel management information reporting, vocational education awareness, incentives and benefits, pre- and inservice training, and teacher competency and certification. (Author/KC)

ED215184 CE032008

Lynton, Edith F.; Seldin, Joel R.

Employers' Views on Hiring and Training. A Non-Statistical Approach to Data-Gathering. Third Annual Report, 1980-81.

Labor Market Information Network, New York, NY.
Spons Agency-New York, N.Y.
Pub Date 81
Note-316p.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Annual Reports; Banking; Cable Television; Clerical Occupations; Communications; Craft Workers; Dental Technicians; Distributive Education; *Educational Needs; *Education Work Relationship; *Employer Attitudes; Employment Potential; *Employment Practices; *Employment Qualifications; Entry Workers; *Job Training; Labor Needs; Manufacturing; Office Occupations; Power Technology; Program Descriptions; Service Occupations; Warehouses; Word Processing
Identifiers-Energy Occupations

This report consists primarily of employer views on hiring practices and training needs in 17 occupations in five occupational areas (office work, distribution, service, communications, and crafts). Described first are the activities of the Labor Market Information Network that resulted in the compilation of data presented in the report. The following topics are discussed in a section on office work: clerical occupations reexamined and the emergence of word processing, word processing in the public sector, the office of the future, and computer occupations reexamined. Covered in the chapter on distribution are freight traffic, international trade, international banking, and warehousing. Various facets of the service occupations are examined, including customer contact, social service employment in the areas of job development and child care, and travel agency work. The following occupations/areas are dealt with in a chapter on crafts: dental laboratory technicians, manufacturing by small firms, energy-related occupations, and cable television. The final three sections include a discussion of technical assistance provided during the project, listing of project participants, and general conclusions relevant for occupational training that were drawn from the data collection procedure. (MN)

ED215262 CG015995

Cowell, Daniel D.

[White House Conference on Aging, 1981. Abstracts of the Technical Committee Reports, Mini White House Conference Reports, and State White House Conference Reports.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date 81

Note-147p.; Papers presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022. Best copy available.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Abstracts; *Aging (Individuals); Bibliographies; Employment; Family Role; *Health Needs; *Minority Groups; *Older Adults; Research Needs; *Social Integration; *Social Services

Identifiers-*White House Conference on Aging

This collection of abstracts, designed to assist White House Conference on Aging delegates involved with research on aging, presents information from 16 Technical Committee Reports which focus on implications of an age-integrated society, employment, support systems, health issues and services, the family, long-term care, older Americans as a national resource, research, and retirement income. Of the 41 abstracts from the Mini-White House Conference Reports, 10 deal specifically with health care issues: alcoholism, Alzheimer's Disease, vision, hearing impairments, foot care, oral health care, long-term care, mental health, national health security, and nursing. Eleven mini-conference abstracts focus on the aging of specific populations, e.g., American Indians, Blacks, Asian Americans, Hispanics, Euro-Americans, women, veterans, rural elderly, urban elderly, low income persons, and the institutionalized elderly. The remaining mini-conference abstracts deal with services, self-sufficiency, stereotypes, housing, and other issues relevant to aging. Abstracts are also presented from the State White House Conference Reports of all 50 states as well as the District of Columbia, Guam, the Navajo Nation, the Northern Marianas, Puerto Rico, and the Virgin Islands. (NRB)

Palmerton, Patricia R.; Pribble, Paula Tompkins
"The Brethren": A Case Study.
Pub Date Feb 82
Note-20p.: Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; Change; *Communication Problems; *Communication Research; *Conflict; Court Doctrine; Court Judges; *Decision Making; *Group Dynamics; *Organizational Communication; Problem Solving
Identifiers-*Supreme Court

The problem of change in the character of the United States Supreme Court between 1969 and 1975 is examined, in this paper, in the context of group decision making and organizational communication. Based on information from "The Brethren," a behind-the-scenes account of the Supreme Court justices by Bob Woodward and Scott Armstrong, the paper points out that with the breaking of norms of procedure by someone in a position of power (most often Chief Justice Warren Burger), the problem of change in the Court's character became exacerbated, taking on the characteristics of an internal crisis. The analysis of selected Supreme Court cases indicates that the breaking of procedural norms coupled with the Court's norms of conflict management created a dilemma for the Court that resulted in the evolution of cumbersome and time-consuming alternative procedures to assure the quality of the Court's work. (RL)

ED215448 EC142107

MacKay, Gilbert F.; Dunn, William R.
Early Communicative Skills.
Glasgow Univ. (Scotland). Dept. of Education.
Spons Agency-Scottish Education Dept., Edinburgh.
Pub Date Jan 81
Note-301p.; Project also funded by the Mental Health Foundation.
Available from-Glasgow University, Department of Education, 1 Lilybank Gardens, G12 8R7, Scotland (7 pounds).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication Skills; Curriculum Guides; Early Childhood Education; *Language Acquisition; *Learning Activities; Lesson Plans; Recordkeeping; *Severe Mental Retardation; Skill Development

Intended for parents and teachers, the manual offers guidelines for developing communication skills in severely and profoundly mentally handicapped children. An introduction helps the reader determine a suitable starting point and provides a description of early communication skills; Part II describes the five stages in communication development. A third section (the bulk of the document) contains 20 groups of activities for helping children to communicate. Each activity is outlined in terms of aim, suitability, materials needed, procedure, teaching hints, recordkeeping, moving on, and less difficult activities. Part IV reviews problems (such as children who are overactive) which prevent communicating effectively. A final section contains sample record sheets for noting children's progress. (SB)

ED215473 EC142132

Foster, Herbert L., Ed.

Forum; Fall 1979.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 79

Note-17p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Delivery Systems; Elementary Secondary Education; *Mainstreaming; *Mild Disabilities; *Remedial Instruction

The two articles have the following titles and authors: "Establishing 'Home-School' Relationships with an Institution--A Team Approach" by R. Baum and D. Perner, and "Can Mainstreaming Cope with the System?" by I. Nadler. The first article describes a program which provides self contained classroom instruction for moderately, severely, and profoundly retarded children (8 to 13 years old) during the morning and practical instruction within the residential group in self care and daily living skills during the afternoon. The second article suggests that the school system is not presently organized for successful mainstreaming and that pulling a child out of the class for remedial instruction may not be ultimately beneficial. (DB)

ED215544 EC142404

Csapo, Marg

Educational Provisions for Emotionally Disturbed Children in British Columbia: A Status Report.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Report No-ERIBC-81-16
Pub Date 81
Grant-ERIBC-G-302
Note-147p.; Print is poor in parts.
Available from-Educational Research Institute of British Columbia, Suite 400, 515 W. 10th Ave., Vancouver, B.C. V5Z 4A8 ($13.30).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Autism; Definitions; *Delivery Systems; Educational Policy; *Educational Trends; Elementary Secondary Education; *Emotional Disturbances; Foreign Countries; Intervention; Program Descriptions; Special Education Teachers; Student Evaluation; Surveys; Teaching Methods
Identifiers-*British Columbia

To determine the extent of expansion of services to emotionally disturbed children in British Columbia, questionnaire responses from 68 administrative officials were compared to responses from the original 1969 study. Among the 42 areas investigated were the following: existence of policy regarding education of emotonally disturbed children, definition, student assessment, personnel, support services, special classes, teaching methods, liaison between school and other agencies, financing, and students at the Learning Assistance Centre. Recommendations from 1969 were reviewed in light of the 1981 findings. Cited among charges were that more school districts in 1981 addressed themselves to establishing policy guidelines, there is a significant increase in supervisors of special education, over one third of the classes use behavioral methods of teaching in 1981, and more school districts assume financial responsibility for students placed in treatment centers. Appended materials, which make up one-half the document, include procedures for identification of students with special needs, policy for programs for emotionally disturbed children, descriptions of 12 programs, and a copy of the questionnaire and letter sent to each school district. (SB)

Pedraza, Pedro, Jr.; Attinasi, John

Rethinking Diglossia. CENTRO Working Papers 9.

City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.
Pub Date Jun 80
Note-48p.; Prepared by Language Policy Task Force. Paper presented at the Conference on Ethnoperspectives in Bilingual Education Research (Ypsilanti, MI, June 1980).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingualism; *Code Switching (Language); *Diglossia; Language Maintenance; Language Variation; Literature Reviews; Puerto Ricans; *Sociolinguistics; Speech Communication

This study is based on the general finding that the linguistic reality of a bilingual community is complex and that the two languages are not compartmentalized into any particular spheres of social life. It uses this finding to explore a theoretical position that treats facts regarding language functions and usage as if these, in and of themselves, could explain language shift, loss, or maintenance. By examining several defining criteria for diglossic and bilingual situations, it tests the theoretical power of the view that without diglossia, bilingualism is only transitional, and that with diglossia, the less politically powerful language or variety has a better chance of being maintained. In addition, problems of describing and analyzing language choice and vitality are raised as issues that need to be addressed, particularly in terms of data gathering techniques. Beyond empirical methods, problems of inquiry and analysis are examined, especially those based on abstraction divorced from socio-historical and

economic conditions. (Author/AMH)

ED215167 CE031926

Richette, Lisa Aversa

Equity from a Legal Perspective. Research and Development Series No. 214K.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 81
Contract No-300-78-0032
Note-25p.; For related documents see CE 031 915-932.
Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214K, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action; Civil Rights; Civil Rights Legislation; *Court Litigation; *Equal Opportunities (Jobs); *Females; *Justice; *Sex Discrimination; Sex Fairness; Sex Stereotypes; Vocational Education
Identifiers-Civil Rights Act 1964 Title VII; Equal Rights Amendment

The history of the development of equity--justice and fairness--can be traced through law and court cases. Early United States Supreme Court opinions (1873) on issues of newly asserted claims by women provide evidence of preconceptions concerning women and their stereotyped positions. Occupational exclusion was reinforced by law to maintain a caste system. An even more fundamental right denied to women was the right to vote. Again, in 1948, male judges relegated women to "appropriate" and "feminine" occupations. In 1908, enacted legislation to shield women from excessively long hours of labor in stressful work situations was upheld. Appeals for equity were muted by supporters of the Equal Rights Amendment, since women voters were promoted as having more sensitivity and integrity. Protective legislation based upon traditional stereotypes about women continued to be upheld into the seventies. Progress toward equity include the passage of Title VII of the Civil Rights Act, the accomplishments made since its passage from the perspective of cases won by women, and the relationship of equity to the newer affirmative action mandates. (YLB)

ED215281 CG016014

Brody, Jacob A.

The Aging and Alcohol Abuse.

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date 81

Note-16p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981) and the Annual Meeting of the National Council on Alcoholism (Seattle, WA, May 1-7, 1980). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aging (Individuals); *Alcoholism; Coping; Death; *Health Needs; *Loneliness; *Older Adults; *Prevention; Research Needs; *Retirement; Role Perception; State of the Art Reviews; Stress Variables

Identifiers-*White House Conference on Aging

Demographic data suggest that alcohol abuse among the elderly will increase in proportion to the population growth of that group. Four factors which may cause the elderly to be a highly susceptible group for alcohol problems are: (1) retirement and its boredom, role changes, and financial problems; (2) increased concern with death and losses of relatives and friends; (3) poor health and chronic discomfort; and (4) loneliness, particularly among older women. Although surveys in older age groups are of questionable value, anecdotal evidence and early studies suggest that a high proportion of elderly (10-15%) who seek medical attention for any reason have an alcohol-related problem, and that elderly alcoholics are relatively easy to treat. If these findings can be confirmed, detection during health-seeking encounters could have great potential value. Research in detection and treatment is critical. A prevention strategy aimed at persons aged 55 to 64 could prevent subsequent alcohol problems among these people and might indirectly reach those at older and less accessible ages. (Author/NRB)

ED215302 CS006595

Henney, Maribeth

Development and Use of Microcomputer Reading Programs.

Pub Date Mar 82

Note-7p.; Paper presented at the Annual Meeting of the Iowa Council of the International Reading Association (Des Moines, IA, March 11-13, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction; *Computer Programs; Drills (Practice); Elementary Education; Integrated Activities; Microcomputers; *Reading Comprehension; *Reading Instruction; Teaching Methods

Identifiers-*Paraphrase

Of the currently available programs for microcomputers, only a few are applicable for reading instruction, and those being used are most frequently drill and practice. These programs focus on reading skills such as letter recognition, word alphabetization, and sight words. Very few programs are concerned with comprehension. Consequently, a team at the Iowa State University in Ames, consisting of several elementary education faculty, a media specialist, and two programers, produced five microcomputer programs, one of which focuses on the comprehension skill of paraphrasing. The program is designed for use on the Apple II Plus microcomputer and is in two parts: one using regular sentences and the other using sentences with idioms. In each part there are 15 sets of three sentences each. Basically each student is asked to read all three sentences and select the two giving the same thought. To integrate the paraphrasing program as part of a total instructional unit, the following sequences are suggested: (1) explain to students why the paraphrasing skill is important and how it may be used, (2) have students match pictures with sentences that give the same idea, (3) give sets of synonyms to be matched by students, (4) have students match short phrases with a single word, (5) have students compare direct and indirect quotes, (6) make use of the computer program, (7) have students summarize ideas in a few sentences, and (8) have students look up information on a topic and take notes. (HOD)

ED215323 CS006621

Duchastel, Philippe

Mathemagenics and Review Constraints.

Pub Date [78]
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Learning Processes; Prose; *Questioning Techniques; *Reading Research; Recall (Psychology); *Research Design; *Research Methodology; Research Problems; Secondary Education
Identifiers-Adjunct Aids; *Mathemagenics; *Prose Learning

Interest in mathemagenics (adjunct aids used in text to enhance learning) has most likely resulted from the indirect effects of inserted postquestions, whereby the learning of unquestioned material is enhanced as well as that of questioned material. However, since most mathemagenics research has occurred in laboratory settings in which subjects were prevented from turning back to a text segment once they had encountered a postquestion, the effects of mathemagenics in naturalistic settings remain problematic. A study was conducted to examine the nature of the nonreview constraints and to compare the results to those obtained in a naturalistic setting in which review was allowed. Subjects were 99 secondary school students who were placed in either an experimental (review) or a control group (nonreview) and given a 1,700 word passage to read. Those passages used by the control groups did not contain inserted questions; however these subjects were told that they would be asked to recall as much as possible about the passage after reading. All subjects were given free recall and cued recall tests following the experiment. Results showed that, contrary to expectations, relevant learning was not enhanced by inserted questions in the text. In addition, incidental learning was also slightly depressed by the use of inserted questions. This was true for both review and nonreview groups. (Materials used in the study are appended.) (FL)

ED215409 EA014509

Brown, Frank

School Integration in the 1980's: Resegregation and Black English.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-10p.; Chapter 9 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-Black Dialects; *Blacks; Compliance (Legal); Court Litigation; *Educational Quality; Elementary Secondary Education; *Equal Education; *School Desegregation

Identifiers-Equal Educational Opportunities Act 1974; Martin Luther King Elementary v Ann Arbor; *Supreme Court

School integration, according to this ninth chapter in a book on school law, will take new forms for a variety of reasons. First, the U.S. Supreme Court has recently made basic changes that may have slowed down further school integration. The Court has stiffened its requirements for the right to sue, narrowed its interpretation of rules limiting the assertion of another individual's rights, and demanded that plaintiffs prove the laws they are relying on were designed to protect them. In addition, the Court has narrowed the rules for granting class action suits and in several cases has recommended no remedies for de facto segregated school districts if no intent by school officials to segregate was found. Second, black and white Americans nationwide are shifting their focus from reliance on school integration to quality of education. This shift is illustrated by a case in Michigan, "Martin Luther King Junior Elementary School Children v. Ann Arbor School District," in which the court held that one intent of the Equal Educational Opportunities Act of 1974 was to respond to suggestions that attention should be focused on better education rather than on busing. In consequence, the court ordered the school (80 percent white) to take appropriate action to overcome barriers experienced by children speaking "black English," who were impeded from equal participation in instructional programs. (Author/WD)

ED215495 EC142154

Mann, Philip H.; And Others

Responding to Variability among Exceptional Children. Volume II: Preservice and Inservice Education. A Guide for Teacher Corps' Exceptional Child Education.

Miami Univ., Coral Gables, FL. School of Continuing Studies.
Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date [80]
Contract No-300-780-286
Note-258p.; For related document, see EC 142 153.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Competency Based Teacher Education; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Mainstreaming; *Needs Assessment; *Preservice Teacher Education; Program Development; *Teaching Skills
Identifiers-Teacher Corps

The guide is designed as an analysis of current practices in teacher education to help educators deal with learning and behavior problems in the regular classroom. Special emphasis is directed to Teacher Corps staff. Chapter 1 reviews the concept of collaborative planning and notes its importance for the special education coordinator at an institution of higher education or local education agency. Examples of teacher competencies developed by several Teacher Corps projects are provided, and a rationale for competency development is presented (sample competencies listed). Procedures involved in successful needs assessment are reviewed. Elements of promising preservice education Teacher Corps programs are described, including content area objectives, suggested course structure, and opportunities for integrating knowledge. Inservice education considerations are examined, and a competency based approach is discussed. Planning for inservice is emphasized, and common threads of several Teacher Corps inservice approaches are noted. Included among four appendixes are a glossary of special education terminology and lists of teacher competencies. (CL)

ED215521 EC142181

Burrell, Lewis P.; Talarico, Robert L.

Project Employability: Administrative Handbook.

East Central Ohio Special Education Regional Resource Center, Dover.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date Aug 81
Note-65p.; For related documents, see EC 142 180-186.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administration; Curriculum Development; Employment Potential; High Schools; *Job Skills; *Mild Mental Retardation; *Moderate Mental Retardation; Program Descriptions; Program Evaluation; *Student Evaluation; *Task Analysis; *Vocational Education
Identifiers-*Project Employability

The handbook, first of a series of six, is designed to give the school administrator an overview of Project Employability (Ohio), a program to meet the employability needs of low functioning educable and high functioning trainable mentally retarded high school students. Chapter I describes each of six products: Community Job Task Analysis, Employability Assessment Instrument, Employability Curriculum, Home/School/Work Handbook, Student Work Performance Handbook, and Employability Administrative Handbook. Chapter II outlines a step by step procedure for introducing the project materials to an instructional staff. The final chapter contains a project summary report which reviews the program and presents evidence of effectiveness. Noted among the process and student outcome objectives are development and field testing of an employability curriculum with long and short term instructional goals, activities and resources, and improvement of students in at least one of 21 employability performance skills. Appendixes include a brochure, community job cluster, sample task analysis, sample task detail, employability skill definitions, and a sample student profile. (SB)

ED215587 FL012938

Piper, David

Syllogistic Reasoning in Varied Narrative Frames: Aspects of Logico-Linguistic Development.

Pub Date 81

Note-151p.; Ph. D. Dissertation, University of Alberta.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Abstract Reasoning; Adolescents; Child Language; Children; *Cognitive Development; *Comprehension; Concept Formation; *Developmental Stages; *Language Processing; Language Research; *Logical Thinking; Psycholinguistics

Identifiers-*Syllogistic Reasoning

This study examined the effects of certain contextual linguistic variables on the logical performance of subjects in grades 4, 6, and 12 of selected British Columbia schools as well as some theoretical problems underlying assessment of the development of logical abilities. The task consisted of 27 syllogistic problems based upon the information contained in three narrative texts, a fantasy passage, a realistic passage, and a contractual passage. The logical problems were varied for argument type, negation, conditional statement type, and the mode of answer required. These problems were supplemented by three questions designed to elicit subjects' metacognitive awareness of the narrative properties of the texts, and a question examining subjects' understanding of the purpose of the test itself. The main findings concerned significant interactions between subject groups and treatment variables. Further analysis of the data revealed complex interactions between contextual and logical variables. It was concluded that a shift of emphasis was necessary away from structuralist approaches to the development of reasoning abilities toward models sensitive to the various discourse worlds entered by subjects when working on logical problem tasks. (Author/AMH)

ED215102 CE031726

Brenner, Patricia, Ed.

Education, Sex Equity and Occupational Stereotyping. Conference Report (Washington, DC, May 5-6, 1980). Special Report No. 38.

National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date Oct 80
Note-244p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Agency Role; *Career Choice; Curriculum; *Educational Practices; Educational Research; Enrollment; Females; Labor Market; Males; *Occupational Aspiration; Outcomes of Education; School Districts; *School Role; Secondary Education; *Sex Fairness; *Sex Stereotypes; Staff Role; Staff Utilization; State Action; Track System (Education); Vocational Education

This volume consists of eight papers presented at a conference focusing on the ways in which the educational system influences sex equity and how the two are related to occupational stereotyping. Discussed in the first two papers are sex equity in vocational education and sex equity in education. Enrollment and staffing patterns in vocational education are examined. Covered next are the effects of school curriculum on young women. In the next paper the long-run labor market effects of vocational education on young women are analyzed. Following a paper on the roles of high school training and vocational stereotyping as means of socioeconomic placement, a paper is presented on the impact of vocational education in secondary schools on young women and young men. Described in the final paper is the American Institutes for Research study of sex equity in vocational education that deals with the efforts of states and local education agencies. The conference agenda and a list of conference participants are appended. (MN)

ED215133 CE031822

Sarkees, Michelle D.; And Others

Job Placement Handbook for Protected Populations.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date Sep 81
Note-104p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cooperation; *Disabilities; Disadvantaged; Displaced Homemakers; Education Work Relationship; Employer Attitudes; *Employment Services; Federal Legislation; *Gifted; Job Development; *Job Placement; Migrants; *Minority Groups; Non English Speaking; *Nontraditional Occupations; Prisoners; School Business Relationship; School Community Relationship; Talent; Vocational Education
Identifiers-Bilinguals; Limited English Speaking

This guide is designed to provide vocational educators and job placement personnel with assistance and ideas for locating and securing job placement opportunities for individuals from protected populations. (Protected populations include minorities, disadvantaged, handicapped, gifted and talented, linguistically different, migrants, incarcerated, nontraditional placements, and displaced homemakers.) Placement services are defined and their nature discussed. Protected populations are also defined, and relevant legislation is overviewed. Barriers to employment for protected populations are considered with special emphasis on employer concerns. Annotations for some publications dealing with job development then are provided. Other areas covered are responsibilities of school personnel, preparing the student placement profile, matching students with job orders, finding jobs for protected populations, placement options, accommodations for handicapped individuals, need for cooperation, techniques for job placement personnel, and methods of maintaining job availability. A glossary and list of references are appended. (YLB)

ED215204 CE032107

Noeth, Richard J.

Combining Expressed Vocational Choice and Measures of Career Development to Predict Future Occupational Field.

Pub Date Mar 82
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Choice; Career Counseling; *Career Development; Career Education; Educational Research; *Measures (Individuals); National Surveys; Prediction; Predictive Measurement; *Predictive Validity
Identifiers-*Assessment of Career Development

A study was designed to test predictability of actual occupation from expressed vocational choice when combined separately with measures of career development. Subjects were 1,994 members of a national study of high school career development who were working more than half-time three years later (1976). Expressed vocational choice and measures of career development were collected through administration of the Assessment of Career Development (ACD) which allows choices and occupations to be categorized into Holland-type job clusters. Weighted hit rates and coefficient Kappa were used in the analyses; the criterion was occupation held two years after high school. High scores on the ACD scales used did not enhance the predictability of vocational choice. Furthermore, high scoring on the ACD were not better predictors of their future occupation than low scoring students. Findings seemed to lay open to question the practicality of career development measures in certain counseling-related activities. The sample may, however, simply not have had the time to find, train for, and work in occupations of their choice. Results implied that counselors should not rely on career development as an indicator of future career behavior and that future research should explore usefulness of measures of career development. (YLB)

ED215222 CE032163

Vocational Education for a Changing World: Leader's Guidebook.
Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Pub Date 80
Note-22p.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives; Career Choice; Career Planning; *Decision Making; Guidelines; Leaders Guides; Learning Activities; *Nontraditional Occupations; *Parent Attitudes; *Parent Workshops; Program Development; Program Implementation; Publicity; Resources; Secondary Education; *Sex Stereotypes; *Vocational Education

Part of an information package developed to help eliminate sex stereotyping and to promote positive parental attitudes concerning nontraditional careers for their children, this leader's guide contains information to help Pennsylvania teachers promote and carry out a workshop to increase parents' ability to assist their children with career decisions. Focus of the workshop is on the training opportunities available in area vocational technical schools and in secondary schools with vocational education programs. Covered in the guide are the following topics: the scope and content of the workshop, the why of the workshop, how to organize the workshop, how to publicize the workshop, suggestions for a successful workshop, leader's background information, and available resources. Sample publicity letters and releases and a glossary are appended. (MN)

ED215241 CG015844

Anzivino, Susan A.

Staffing Clients for Counselor Trainee Assignment in a Counseling Practicum Clinic.

Pub Date Oct 81

Note-6p.; Paper presented at the Annual Conference of the North Central Association for Counselor Education and Supervision (Milwaukee, WI, October 16-18, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Clinical Experience; *Counselor Client Relationship; *Counselor Training; Graduate Students; Higher Education; Models; *Participant Satisfaction; *Practicums; Program Evaluation; Staff Orientation; *Staff Utilization

A staffing model for client assignment to graduate-level counselor trainees in the Counseling Practicum Clinic of the Department of Counseling Psychology at Ball State University is presented. Staffing and assignment procedures for this clinic which serves approximately 300 non-student clients and 50-60 counselor trainees each quarter, are described, and related forms (Intake Form, Affirmation Form, Counselor Request for Clients Form) are identified and explained. Criteria for client assignment are delineated along with components of the model, including the end-of-quarter transition procedures designed to assure continuity of care for clients and opportunity for counselor trainee consultation. The staffing model evaluation by the Association for Counselor Education and Supervision accreditation team is reviewed, and client satisfaction reports and student practicum evaluations are described as most positive. (Author/NRB)

ED215346 CS206814

Hirsch, E. D., Jr.

Reading, Writing Cultural Literacy.

Pub Date Dec 81

Note-13p.; Paper presented at the Annual Meeting of the Modern Language Association of America (96th, New York, NY, December 27-30, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *English Instruction; Learning Theories; Literacy; Prior Learning; *Reading Instruction; *Writing Instruction

Identifiers-*Reader Response; Reader Text Relationship

A study of reader response to stylistically poor prose indicated that the negative effects were greater if the topic was familiar to the readers. The readers were not measuring the stylistic quality of the text, but rather, the texts were measuring the cultural information of the readers. It is not possible to separate reading skills from the particular cultural information that the reader possesses. Teachers cannot teach reading and writing well if they neglect, by concentrating on technique, the particular cultural knowledge they should be teaching. Assuming that there exists a body of cultural content that defines true literacy, teachers should participate in an effort to define cultural literacy and encourage a more balanced union of form and content by resisting the drift toward making composition a separate area of expertise. Illiteracy is a deficiency in cultural information as well as reading and writing skills and can best be repaired by a combination of literature and rhetoric, of linguistic form and cultural content. This is not the task of English teachers alone, but of teachers all across the curriculum. (HTH)

ED215367 CS206878

Prater, Doris

The Effects of Writing Task on Mastery Classification of High School Students.

Pub Date Feb 82
Note-17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Ability; Descriptive Writing; *Evaluation Methods; Expository Writing; Expressive Language; Grade 10; High Schools; *Holistic Evaluation; Persuasive Discourse; *Student Evaluation; Teaching Methods; *Writing Evaluation; Writing Instruction; *Writing Research; *Writing Skills

Identifiers-Audience Awareness

A study was conducted to compare the writing performance of tenth grade students across three modes of discourse. Subjects were 80 students who had been classified as "masters" or "nonmasters" of writing based on their scores on the writing section of the Texas Assessment of Basic Skills. The students were assigned three writing tasks, each of which elicited a different type of writing--expressive, explanatory, or persuasive. The results of holistic evaluation revealed that student writing performance did vary across modes of discourse, with expressive writing samples receiving the highest ratings, followed closely by persuasive writing samples. No difference was found between the performance of masters and nonmasters. The findings point out the inadequacy of using a single writing sample to judge writing competency and suggest that such items as student interest in the topic, the specific demands of the writing mode, and the variation of criteria embedded in holistic rating guides can lead to fluctuations in student scores. (Holistic scoring guides and student instructions are appended.) (FL)

ED215389 CS503814

McCroskey, James C.; Richmond, Virginia P.

Power in the Classroom I: Teacher and Student Perceptions.

Pub Date May 82

Note-14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Communication; *Communication Research; Higher Education; High Schools; Junior High Schools; *Student Attitudes; *Student Teacher Relationship; *Teacher Attitudes

Identifiers-*Interpersonal Communication; *Power

A study was conducted to determine the degree to which teachers and students share perceptions of the use of power in the classroom. The study defined five bases of power: coercive (implied or explicit punishment), reward, legitimate (assigned), referent (identification with the person in power), and expert (perceived competence). A total of 156 teachers and 2,698 of their students from grade seven through college filled out a perceived power measure, in which the teachers completed the statement "I use (blank) power" and the students completed the statement "My teacher uses (blank) power" with one of the five defined power bases. A second measure asked the subjects to rate the percentage of each of the five power bases they or their teachers used. The resulting data indicated that both the students and the teachers felt that coercive power was less likely to be used than power from other bases. The teachers and students did not differ in their perceptions of how likely either coercive or legitimate power are to be employed; however, teachers saw themselves as more likely to use more reward, referent, and expert power than did the students. In relative terms, both teachers and students reported greater use of expert, referent, and reward power than coercive power. Students saw coercive power as accounting for a higher proportion of power use than did teachers, while teachers saw a significantly higher proportion of expert power than did the students. (HTH)

ED215429 EA014551

O'Brien, Michael L.

Developing a Word Analysis Skill Inventory for Diagnosing and Evaluating Reading Problems of Middle School Students.

National Middle School Association, Fairborn, Ohio.

Pub Date 81

Note-11p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-*Difficulty Level; Intermediate Grades; Junior High Schools; *Middle Schools; Reading Difficulties; *Reading Tests; Statistical Analysis; Tables (Data); *Test Construction; *Test Interpretation; *Test Items; Test Reliability; Test Validity

Identifiers-Emory University GA; *Emory Word Analysis Skill Inventory

The Emory Word Analysis Skill Inventory (EWASI) was developed to diagnose individual word analysis skill abnormalities exhibited by students enrolled in private tutoring in the Emory University (Georgia) Reading Center. In the EWASI, 13 subscales contain three broad categories--consonants, vowels, and word structure. The goal, however, is to represent word analysis skill as a single dimension while partitioning out the subscales and subgroups for the purpose of diagnosing specific reading abnormalities. The calibration sample for two EWASI forms was 156 students enrolled in the Emory Reading Center during the 1978-80 school years. The test items were investigated for item invariance; results indicated that the hierarchy of word analysis skill items calibrated on the EWASI remained invariant across time, form, instruction, and sex. The test items were also examined for reliability and validity. A case study of an actual student is used to demonstrate the utility of the test and to help the reading tutor focus on the basic, non-statistical method of recording and interpreting test results. Charts and tables illustrate the text. (Author/MLF)

ED215449 EC142108

Moore, Susan; And Others
Administrative Manual for Special Education.
Michigan State Dept. of Education, Lansing. Div. of Special Education.
Pub Date Jun 81
Note-444p.
Available from-Statewide Communication and Dissemination System, 33 S. Capitol, Suite 1311, Lansing, MI 48933 ($4.50).
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Administrator Guides; *Compliance (Legal); Delivery Systems; *Disabilities; Elementary Secondary Education; *Federal Legislation; Legal Responsibility; Program Implementation; Special Education; *State Legislation; *State Programs
Identifiers-*Education for All Handicapped Children Act; *Michigan

The manual for Michigan special education administrators addresses the rules and regulations of P.L. 94-142 (the Education for All Handicapped Children Act) and recommendations from the Special Education Task Force of 1977. The first paper, titled "Levels of Legal Authority Related to the Education of Handicapped Persons in Michigan" by J. Baxter and R. Baldwin, clarifies the levels of state and federal regulations governing education for the handicapped. A second chapter contains the Administrators Procedures Act of 1969 which covers the process that must be followed whenever the Department of Education wishes to revise their rules. The process for emergency rules and declaratory rulings is also presented. General provisions and programs and services under the School Code of 1976 (P.A. 451) are presented in a third chapter. The administrative rules for special education (Chapter 4) are given as a source of information for dealing with questions regarding the provision of programs and services. A fifth chapter contains Special Education Services Area official interpretations of various legislative mandates. The Federal Annual Program Plan (Chapter 6) outlines procedures for implementing the rules and regulations of P.L. 94-142 relating to: right to education, priorities, child identification, individualized education programs, procedural safeguards, least restrictive environments, due process, personnel development, participation of private schools, evaluation, and confidentiality. A copy of the State Aid Act for 1981-82 makes up Chapter 7. A final chapter provides information on resources within the Michigan Department of Education. (SB)

ED215151 CE031910

Ruff, Richard D.; And Others

National Priorities for Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Sep 81

Contract No-300-78-0032

Note-37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Demand Occupations; Educational Legislation; *Federal Aid; *Federal Legislation; Grants; Incentive Grants; Job Training; Labor Needs; Postsecondary Education; Program Improvement; Retraining; Secondary Education; Technical Occupations; Unemployment; *Vocational Education; Youth

Identifiers-*National Priorities; Set Asides

National priorities exist that can be served through federal legislation for the funding of vocational education. Four alternatives that are examples of national needs that vocational education would appear to have a potential to address are (1) training and retraining of workers in national critical skill shortage occupations, (2) training and retraining of individuals in high technology areas, (3) training and retraining of displaced workers, and (4) improving employability of hard-to-employ youth in the inner cities and depressed rural areas. (The discussion of each area includes background information, implications, and federal and additional considerations.) Three alternative funding strategies could be used for directing federal vocational education dollars through state agencies towards national priorities; block grant, set-asides, and national incentives. Two additional funding strategies that represent a more significant departure from historic precedents are direct funding and directing a greater federal emphasis towards program improvement. (YLB)

ED215474 EC142133

Colella, Henry V., Ed.

Issues in the Administration of Special Education.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 79

Note-21p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administration; Administrator Qualifications; Career Education; Collective Bargaining; *Disabilities; Due Process; Federal Legislation; Individualized Education Programs; Inservice Education; Mainstreaming; *Special Education; State Departments of Education; State Legislation

Identifiers-New York

Ten brief articles focus on issues in the administration of special education especially in New York State. Articles have the following titles and authors: "Administrative Skills--Coping with the Future" (J. Gross); "The Impact of Public Law 94-142 and Chapter 853 on Regular and Special Education Administrators" (R. Costello); "The Emerging Role of the State Education Department with Emphasis on the Task of Regional Associates" (R. Guarino); "An Educator's Perspective--Due Processes Hearings" (E. McManus); "Collective Negotiations--Does It Lead to Erosion of Administrative Prerogative or Enhancement of Quality of Instruction" (M. Fletcher); "Factors That Support Appropriate Integration of the Handicapped into Regular Classes" (R. Reger); "In-Service Training--The Road to Improving Instruction of the Handicapped In General Education" (C. Podolsky); "Career Education for the Handicapped--Whose Responsibility is Supervision?" (G. Muenster); "The IEP as a Management Tool in Special Education" (P. Irvine) and "Due Process Procedures" (J. Gross). (DB)

ED215566 FL012839

Poplack, Shana; Pousada, Alicia
A Comparative Study of Gender Assignment to Borrowed Nouns. CENTRO Working Papers 10.
City Univ. of New York, N.Y. Centro de Estudios Puertorriquenos.
Pub Date May 81
Note-47p.; Prepared by Language Policy Task Force.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-English; *French; Language Research; *Linguistic Borrowing; Morphology (Languages); *Nouns; *Puerto Ricans; Sociolinguistics; *Spanish
Identifiers-*Gender (Language); *Quebec (Montreal)

This paper, part of a larger study of bilingualism, examines the assignment of gender to borrowed nouns, defined as those which can be etymologically identified as having entered Montreal French or Puerto Rican Spanish via English. The data were drawn from two distinct data bases. One consisted of over 300 hours of taped speech recorded from 16 Puerto Rican children and adults, residents of a single block in East Harlem, New York. The French data were extracted from a computerized corpus of sociolinguistic interviews with 120 speakers of Montreal French. The study focuses on the following: (1) motivations for the study of gender assignment; (2) review of factors cited in the literature as responsible for it; (3) an estimation of the influence of these factors on the attribution of one gender rather than the other to English nouns borrowed into Puerto Rican Spanish; and (4) an examination of intergenerational and interlinguistic patterns by way of a comparison of adult and child behavior, and a comparison of Puerto Rican patterns with Montreal French. The study shows that factors governing gender assignment are language-specific, and that once a gender is assigned by whatever criteria, there is generally unanimous agreement on its usage among speakers. (AMH)

ED215603 HE014875

Fulton, Oliver, Ed.; And Others

Access to Higher Education. Programme of Study into the Future of Higher Education. Research into Higher Education Monographs.

Society for Research into Higher Education, Ltd., London (England).
Report No-ISBN-0-900868-89-9; SRHE-M-44
Pub Date 81
Note-218p.; Revised papers from a Seminar of the Leverhulme Programme of Study into the Future of Higher Education (Gorebridge, Midlothian, Scotland, June 29-July 1, 1981).
Available from-The Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Standards; *Access to Education; Admission Criteria; *Adult Students; *College Admission; College Attendance; *Comparative Education; *Educational Demand; Educational Policy; Enrollment Influences; Enrollment Trends; Foreign Countries; Foreign Students; Graduate Study; *Higher Education; Student Characteristics
Identifiers-*Great Britain; United States; Wales

Issues pertaining to access to higher education in Great Britain are considered in seven papers. Medium- and long-term policy issues concerning the demand for and access of British residents to higher education at the undergraduate level are reviewed by Oliver Fulton, who also outlines policies to increase demand and improve access, along with research and information needs. Recent trends in the number and characteristics of people qualifying for and beginning courses of higher education in England and Wales are examined by John H. Farrant. Martin Trow considers access from a comparative perspective, considering in particular Great Britain, which has high standards and constrained access, and the United States, which has easy access and problematic achievement. Alan Gordon examines the range of factors influencing the educational choices of young people between the ages of 15 and 18, including social factors, the influence of school-related factors, and the effects of economic variables. Geoffrey Squires reviews factors affecting educational demand by mature students, and examines the role of policy on the demand equation. After introductory comments by Oliver Fulton, Ernest Rudd considers demand for and access to postgraduate study, full-time and part-time study, reasons for postgraduate study, and student selection. Additionally, after an introduction by Oliver Fulton, Maureen Woodhall addresses demand and access to higher education by overseas students. Bibliographies are included for the individual papers. (SW)

ED215084 CE031373

Increasing the Earnings of Disadvantaged Women. Report No. 11.
National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date Jan 81
Note-172p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Access to Education; Adults; Apprenticeships; Blacks; *Disadvantaged; Economically Disadvantaged; Educationally Disadvantaged; Employment Level; Employment Opportunities; Employment Programs; *Equal Education; Federal Legislation; Federal Programs; Federal Regulation; *Females; Financial Problems; Hispanic Americans; *Income; *Job Training; Low Income; Nontraditional Occupations; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Sex Fairness; Sex Stereotypes; Vocational Education; Wages; Whites
Identifiers-Comprehensive Employment and Training Act; Reauthorization Legislation; Vocational Education Act 1975; Work Incentive Program

The National Commission for Employment Policy has examined ways that the United States federal government could improve the economic situation of disadvantaged women. In particular, the Commission examined, during 1980, the role of education and employment and training programs in helping women to prepare for better paying occupations, and then made 20 recommendations to Congress for actions to be taken to improve women's opportunities. Recommendations for vocational education improvements included that Congress review provisions of the Vocational Education Act (1) to again focus attention on sex equity provisions; (2) to require a report on the progress that has been made in implementing these provisions; (3) to mandate states to detail sex equity considerations in their Five Year Plans; (4) to drop separate funding of consumer and homemaking programs; (5) to develop model programs to overcome sex stereotyping; (6) to direct the Department of Education to improve sex equity coordination and dissemination of information; (7) to work with the Office of Civil Rights; (8) to provide supportive services such as day care for children of women students; and (9) to increase the role of sex equity coordinators. The Commission recommended also that employment and training programs emphasize preparation for better paying occupations; provide linkages to unsubsidized employment; serve significant segments of the eligible population; provide supportive services; accept recently separated women regardless of income; increase participation of women in training and employment programs; and remove age limits from apprenticeship programs. (The document contains the research that supports the recommendations.) (KC)

ED215119 CE031807

Wheeler, Jeanette D.

Organization of Vocational Education. Vocational Education Curriculum Specialist, Module 3.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-51p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrative Organization; Administrator Education; *Advisory Committees; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; Educational Administration; *Educational Planning; Federal Aid; *Financial Support; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Management Development; Postsecondary Education; Program Administration; Schools; School Support; Secondary Education; State Aid; Statewide Planning; Tests; *Vocational Education

Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

One of five modules in the foundation series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities.

The module is divided into four sections, each based on one of the goals. The first section looks at administration and funding of vocational education at federal, state, and local levels. In section 2 discussion focuses on purposes and relationships of various institutions and organizations offering vocational educational programs and types of programs offered. Section 3 overviews national, state, and local advisory groups. Section 4 describes purposes and characteristics of state and local annual and five-year plans. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215185 CE032010

Gabbard, Lydia Carol Moore

A Cost-Effectiveness Comparision of Two Types of Occupational Home Economics Programs in the State of Kentucky. Final Report.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date Dec 81

Note-42p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Care Occupations; Comparative Analysis; *Cost Effectiveness; Employer Attitudes; Followup Studies; *Food Service; *Occupational Home Economics; Outcomes of Education; Participant Satisfaction; *Program Costs; Program Design; *Program Effectiveness; Secondary Education; State Programs; Student Attitudes

Identifiers-*Kentucky

A study compared the cost effectiveness of secondary child care and commercial foods occupational home economics programs in Kentucky. Identified as dependent variables in the study were program effectiveness, cost efficiency, and cost effectiveness ratio. Program expenditures, community size, and program age were considered as independent variables. Using the Kim and Harris Cost Effectiveness Analysis Model for Secondary Vocational Programs, researchers administered questionnaires to persons employing completers of, and persons completing, 9 child care and 11 commercial foods programs, computed individual program costs, and determined cost effectiveness ratios for each program based on program effectiveness and program cost data. After identifying the most and least effective programs in each category, researchers concluded that (1) the commercial foods programs were more effective than the child care programs; (2) program effectiveness and cost effectiveness increased with program age; (3) a correlation existed between community size and expenditures; (4) rural child care programs were generally less cost effective; and (5) the percentage of student completers employed in their field of training was higher for commercial foods programs. Recommendations included calls for increased efforts to match student vocational objectives and program goals and for replication of the study in other areas. (MN)

ED215242 CG015845

Ball, Patricia G.; And Others

Exploring Educational Equity: Sex-Affirmative Guide for Counseling and Teaching.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date 81

Note-553p.

Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160.

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Learning; *Assertiveness; *Counseling Techniques; *Equal Education; Females; Higher Education; *Interest Inventories; *Job Search Methods; Learning Activities; *Sex Fairness; Teaching Guides; Training Methods; Workshops

This curriculum guide contains materials written for teachers or group leaders of graduate students in educational psychology, psychology, sociology, and child and family studies and is designed to reflect the basic assumptions of educational equity, i.e., sex-fair and sex-affirmative facilitator attitudes, and counseling and teaching techniques. Each of the five units--New Techniques for Counseling Women, Sex-Bias in Interest Measures, Women in Higher Education, Sex Affirmative Action in Education, and Assertiveness Training for Job-Seeking Skills--outlines the target audience, provides key definitions, and describes content limitations. Objectives, background information, facilitator preparation, suggested learning activities, review questions, activity handouts and bibliographies are included for each section. Developed with interchangeable formats for use in workshop settings, the units may be used as supplements or as self-contained course offerings. (MCF)

ED215263 CG015996

Waldie, Jerome R.

[Reports from the White House Conference on Aging, 1981. Numbers 1-13. April 1980 - November 1981.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date 81

Note-142p.; For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Administrators; *Aging (Individuals); *Citizen Participation; *Community Involvement; Employment; Health; Housing; Minority Groups; *Older Adults; *Planning; Program Descriptions; *Program Development

Identifiers-*White House Conference on Aging

This document contains 13 reports from the 1981 White House Conference on Aging. The first report describes the community forums held around the country to collect citizen input on issues important to the elderly. An overview of the 1981 White House Conference on Aging scheduled for November 1981 is provided, biographical sketches of conference chairpersons and administrators are given, and a list of state coordinators is included. Other reports describe state and local activities leading up to the conference and present community forum information. Mini-conferences designed to provide forums for special groups are discussed and progress reports of mini-conferences on various topics, e.g., employment, ethnic needs, minority groups, housing, health care, and consumer problems, are given. Reports are also included on the activities of various State White House Conferences, the members of the National Advisory Committee for the 1981 conference, the 14 conference committees, and the events scheduled during the actual four-day conference. (NRB)

ED215282 CG016015

Kasom, Carol

The Illiterate Elderly.

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date 81

Note-35p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981) and the Annual Meeting of the Adult Education Association of the U.S.A. (Anaheim, CA, October 29-November 2, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022. Best copy available.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Basic Education; *Adult Literacy; Aging (Individuals); English (Second Language); *Functional Literacy; Health; *Illiteracy; Individual Needs; *Older Adults; Outreach Programs; Poverty; *Self Esteem; State of the Art Reviews

Identifiers-*White House Conference on Aging

Americans aged 60 years and older now represent the largest age cohort of functional illiterates. Educational systems have not adequately addressed the needs of this group. Many older Americans, for whom English is a second language, need instruction in both English and basic literacy skills. Many older adults living at or near poverty levels have no high school diploma and experience great difficulty in finding employment. Adult basic education could provide work-related educational programs for these people. Because health is a key factor affecting older adult participation in education, educational programs in nursing homes and home-bound programs are needed to reach more elderly persons. This lack of education appears to affect the mental health of some older adults; thus, education for this group could improve their self-esteem. Older adults with little education view their lack of education as a problem, yet few are attracted to adult basic education classes. Although researchers have begun to identify the illiterate elderly in relation to their involvement in educational literacy activities, future research is needed to clarify and solve the problems of the illiterate elderly. (NRB)

ED215303 CS006596

Raphael, Taffy

Improving Question-Answering Performance through Instruction.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.; Utah Univ., Salt Lake City.

Report No-CSR-RER-32

Pub Date Mar 82

Contract No-400-76-0116

Note-64p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Classification; Elementary Seconoary Education; *Metacognition; Prior Learning; *Questioning Techniques; Reading Achievement; Reading Comprehension; *Reading Instruction; *Reading Research; *Teaching Methods

Identifiers-Reader Text Relationship; *Reading Strategies

Three previous investigations of the effects of students' metacognitive awareness of question-answer relationships on reading comprehension led to the development of a four-session question-answer relationship (QAR) training program which can be used as a supplement to a regular reading program. The QAR in the proposed training program is based on the Pearson and Johnson taxonomy, which categorizes questions in terms of the relationships between the questions and possible sources of response information, both in the text and within the reader's background. As a result of the QAR instruction, the students should be able to identify a QAR, select the appropriate strategy for locating the response information, and provide an adequate response. The first lesson in the training program introduces the QAR concept and terminology, while the second lesson introduces slightly longer passages with up to five questions per passage. The third lesson provides practice on the QAR task using one longer passage on a single topic, and the last lesson involves work with material typically found in classrooms. (Appendixes include transparency masters, student handbooks for lessons one through three, basal-type passages, and maintenance passages.) (HOD)

ED215324 CS006623

Duchastel, Philippe C.

Research on Illustrations in Instructional Text. Occasional Paper 3.

American Coll., Bryn Mawr, PA.
Pub Date 80
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Illustrations; *Instructional Materials; Literature Reviews; *Reading Comprehension; *Reading Research; Research Needs; Textbook Preparation; *Textbook Research; *Visual Aids

The role that illustrations can play in textbooks and other instructional materials is an issue that must appear rather baffling to the instructional materials designer. Focusing primarily on the use of illustrations in textbooks designed for able readers, a literature review has revealed the following: (1) illustrations have been shown in a few instances to facilitate comprehension, although a number of other studies have not been successful in showing this; (2) a number of studies have shown that illustrations can enhance recall, but recall is suspected of often being confounded by comprehension; and (3) that pictures can assist with attitude change in some situations has been demonstrated, while one of their attributes, namely the attractiveness of illustrations, does not seem to have been directly tested. In summary, despite many failures to support the value of illustrations in texts, their value has been confirmed by recent studies and by the long tradition that constitutes the practice of graphic design. Research needs to move on to new frameworks, such as the functional one, where it can help to develop the reasons for illustrations aiding learning and can thus inform future practice. (RL)

ED215410 EA014510

Thomas, Stephen B.

Judicial, Legislative, and Administrative Trends Since Lau v. Nichols.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-12p.; Chapter 10 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-*Bilingual Education; Compliance (Legal); *Court Litigation; Elementary Secondary Education; English (Second Language); *Equal Education; *Federal Regulation; Non English Speaking

Identifiers-Lau Remedies 1975; *Lau v Nichols; Limited English Speaking; Reagan Administration

This tenth chapter of a book on school law discusses the "Lau v. Nichols" ruling which held that the San Francisco (California) Unified School District was denying non-English-speaking students the opportunity to obtain an education. Also covered are "Lau's" case law progeny, related federal statutes, and resulting administrative regulations. The author describes the development of the Lau Remedies, the issue and retraction of the Lau Guidelines, and the present approach to bilingual education of the Reagan Administration. Several cases following "Lau" are reviewed to illustrate various interpretations of both requirements for school district compliance and the provision of appropriate remedies. The author concludes that the inconsistencies and contradictions that appear in the body of bilingual-related case law, statutes, and administrative rulings are partially the result of an evolving judicial philosophy. He suggests several trends that may provide direction for both educators and the courts. Generally, according to his analysis, a school district must take steps to eliminate language barriers, but how and where it provides services and which services it provides are discretionary. (Author/WD)

ED215522 EC142182

Burrell, Lewis P.; Talarico, Robert L.
Project Employability: Community Job Task Analysis.
East Central Ohio Special Education Regional Resource Center, Dover.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date Aug 81
Note-218p.; For related documents, see EC 142 180-186.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Employment Potential; High Schools; *Job Skills; *Mild Mental Retardation; *Moderate Mental Retardation; *Task Analysis; Vocational Education
Identifiers-*Project Employability

The handbook, second in a series of six, provides a task description and a task detailing for 55 community jobs to be incorporated in curriculum and teaching strategies for high functioning trainable and low functioning educable mentally retarded high school students in Project Employability (Ohio). The 55 community jobs are separated into four groups or clusters, each containing a number of jobs requiring similar entry level skills. Task detailing sheets for each job task include the performance frequency, importance level, learning difficulty, and a cross reference to the Employability Curriculum as well as a breakdown of job elements. Among the job tasks analyzed are assembler, sanitation worker, farm hand, bus boy, grounds care helper, carpenter's helper, and senior citizen care aide. (SB)

ED215545 EC142405

12th Annual Survey of High Achievers: Attitudes and Opinions from the Nation's Outstanding Teen Leaders.

Who's Who among American High School Students, Northbrook, IL.

Pub Date [81]

Note-60p.; Published by Educational Communications, Inc., Northbrook, IL.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum; Educational Finance; *High Achievement; High Schools; Program Evaluation; Social Problems; *Student Attitudes; *Student Leadership; Surveys

The report, fact sheets, and news releases cite findings of a survey involving 22,000 Ss to determine the attitudes of high school student leaders. Responses were tabulated for the following areas: demographics, government mandates/taxes, American institutions, domestic issues, foreign issues/defense, religious beliefs/practices, marriage/sex, male/female roles, and education (school problems, budgets, drugs/violence/student problems, discipline, grades, personal skills/values, teacher evaluation, bussing, private/parochial school funding, bilingual education/languages, sex education, basic skills instruction, study/work habits, quality of education rating, and college. The survey booklet breaks down statistical data by sex, race, community, and region. Among the findings summarized in the fact sheets and news releases are that students cite lack of funds, equipment, and supplies as the biggest problem; that 72% feel parents should get more involved in guiding children's behavior to quell violence on campus; and that more than half think foreign languages instruction should be required in high school. (SB)

ED215588 HE014160

Sohlman, Asa

Education, Labour Market and Human Capital Models: Swedish Experiences and Theoretical Analyses.

Spons Agency-National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
Report No-ISBN-91-7146-140-X
Pub Date 81
Note-415p.; Ph.D. Dissertation, University of Stockholm. .
Available from-National Board of Universities and Colleges, R and D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Aspiration; College Attendance; Comparative Education; Decision Making; Developmental Stages; *Economic Factors; Educational History; Educational Policy; *Education Work Relationship; *Enrollment Influences; Foreign Countries; Higher Education; *Human Capital; *Labor Market; Models; Resource Allocation; Salaries
Identifiers-*Sweden

An empirical study concerning development of the Swedish educational system from a labor market point of view, and a theoretical study on human capital models are discussed. In "Education and Labour Market; The Swedish Experience 1900-1975," attention is directed to the following concerns: the official educational policy regarding education and the labor market; the objectives, means, and general perception of the relations between education and the economy; and organizational development of the public educational system. The quantitative development of the educational system and the effects of education on allocation and growth are reviewed. In addition, the distribution of educational resources is considered, along with the distributional effects of education due to its effect on such factors as earnings. International comparisons are also examined. In "Human Capital Models and Education," the models are developed mathematically and analyzed. All of the models address the same concerns: the educational choices individuals make, factors that explain educational choices, and relationships between education and earnings. For the Schooling Models the only choice the individual makes is the length of initial period of schooling. For Life Cycle Models, additional concerns are the level of training in the form of on-the-job training and recurrent education later in life. In Life Cycle Models Including Leisure Activities, the perspective is further extended, while Intergenerational Models of Individualistic Type and Household Models are possible alternatives or complements to the earlier Life Cycle Models. Bibliographies are appended. (SW)

ED215620 HE014977

Direct and Indirect Costs of Research at Colleges and Universities. Revised Edition.

American Council on Education, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C. Committee on Governmental Relations.

Pub Date Aug 81

Note-10p.

Available from-American Council on Education, Division of Governmental Relations, One Dupont Circle, Suite 824, Washington, DC 20036 (50 copies, $12.50; 100 copies, $25.00).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Costs; Expenditures; *Federal Aid; Federal Regulation; *Government School Relationship; Higher Education; *Operating Expenses; *Program Costs; *Research Projects

Identifiers-*Indirect Costs; Office of Management and Budget; *Sponsored Research

Information on direct and indirect costs of federally-sponsored research at colleges and universities, the nature of such costs, and the necessity of such costs are presented in this booklet that summarizes relevant federal regulations itemized in Office of Management and Budget Circular A-21, which deals wholly with the costs of research and other sponsored projects. According to Circular A-21, allowable costs under federally sponsored research agreements include all expenses that have been incurred solely for work on the project (direct costs), and a share of other costs that are incurred primarily for necessary administrative and service functions related to the sponsored research projects (indirect costs). Direct costs usually include: salaries and wages, personnel benefits, supplies, travel and communication, equipment, computer use, and alterations and renovations. Indirect costs are usually divided into the following categories of supporting activities: general administration and general expense, sponsored project administration, plant operation and maintenance, library expenses, departmental administration expenses, depreciation or use allowance, and student administration and services. The rate for reimbursement of indirect costs is calculated according to the procedures set forth in OMB Circular A-21. When all the calculations have been made, the institution prepares an annual indirect cost proposal and submits its working papers and supporting data to the federal audit agency for review. Costs that may be classified as either direct or indirect are listed, and institutional organization that may affect the indirect cost rate are described. (SW)

ED215103 CE031727

Engbretson, William E.; Levine, Eugene A.
Youth Employment and Neighborhood Economic Development: Case Studies and Recommendations.
Trust, Inc., Chicago, Ill.
Spons Agency-Illinois State Dept. of Commerce and Community Affairs, Springfield.
Pub Date Sep 80
Note-115p.
Available from-TRUST, Inc., 220 S. State St., Room 210, Chicago, IL ($6.00; $4.00 for nonprofit organizations; $1.00 handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents; Agency Cooperation; Case Studies; Change Strategies; Community Involvement; Community Programs; Coordination; *Economic Development; Educational Cooperation; Educational Finance; Employment Programs; Federal Legislation; Financial Support; Government Role; *Job Development; Job Training; Linking Agents; Minority Groups; *Neighborhood Improvement; Neighborhoods; Nontraditional Education; Program Administration; Program Descriptions; *Program Development; Program Effectiveness; State Action; Transitional Programs; Work Experience Programs; Young Adults; *Youth Employment
Identifiers-*Comprehensive Employment and Training Act; Illinois

The product of a study of urban Comprehensive Employment and Training Act (CETA) programs involving youths aged 16-22 that would result in real or potential job creation and community economic development, this report consists of 24 case studies and a series of recommendations pertaining to the development of similar programs in Illinois. Individual case studies included in the report were selected as examples of programs demonstrating linkages, alternative technologies, leadership, leveraging, spin-offs, education, introduction to potential and real works, transisitonal employment, cottage industry, and small and large organizations. Each case study contains a brief discussion of the history and activities of the program as well as descriptions of ideas, models, and procedures that are worthy of replication. Presented next are a series of conclusions pertaining to job creation/job training, community involvement, multiple funding, multi-year funding, administrative limitations, paperwork and monitoring limitations, leadership, legal linkages, umbrella organizations, technical assistance, training, union relationships, and neighborhood technology. Also set forth are recommendations for federal- and state-level action. A bibliography and glossary conclude the report. (MN)

ED215168 CE031927

Salomone, Jerome J.

Equity from the Sociologist's Perspective. Research and Development Series No. 214L.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-27p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214L, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Employed Women; *Equal Education; *Equal Opportunities (Jobs); Females; Group Status; Sex Discrimination; Sex Fairness; Sex Stereotypes; *Social Stratification; *Sociology; *Vocational Education

Of all the special fields of inquiry within sociology, the one which most directly and intensively examines inequality is social stratification. The cause, nature, and personal and social consequences of inequality are its proper objects of study. Study of equality is embroiled in a continuing controversy among conservative (functionalist tradition) and radical (dialectical or conflict tradition) theorists. Functionalists take inequality as a necessary "given" in society; radical theorists see inequality as a social illness that requires treatment. America is not committed to the principles of social and economic equality in theory or practice. Equality of opportunity is endorsed in principle but not in practice. Here equity, rather than equality, becomes an issue, and with more equity comes less equality. Women who are entering the labor force in increasing numbers are handicapped by occupational sex typing. Encounters of women in the labor force are a picture of gains and losses--gains with respect to entrance into it and losses in kinds of work and monetary benefits relative to men. Occupational imbalances remain but are gradually diminishing. Vocational education can promote more equality by developing a personal values system for students and avoiding sex typing. (YLB)

ED215205 CE032108

Dillard, John M.; Campbell, N. Jo

Career Values and Aspirations of Adult Female and Male Puerto Ricans, Blacks, and Anglos.

Pub Date [82]
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Attitude Measures; *Blacks; Careers; Cultural Influences; Ethnic Groups; *Females; Hispanic Americans; Males; Minority Groups; *Occupational Aspiration; *Puerto Ricans; Socioeconomic Background; Socioeconomic Status; Values; *Whites; *Work Attitudes

A study was conducted (1) to examine career values and aspirations among adults of Puerto Rican, Black, and Anglo ethnic and cultural backgrounds; and (2) to determine the extent to which career values and aspirations vary between the men and women in each of these ethnic groups. The participants were 304 adult men and women representing 194 families who lived in a large urban area of western New York state. The participants' social-class position was assessed with Hollinghead's Two Factor Index of Social Position; both education and occupation were applied to determine the socioeconomic status. Smith's Survey of Work Values (SWV) was used to measure the participants' career values. To measure the participants' career aspirations, researchers asked subjects to state the career choice they preferred for themselves over all others. The results showed that there were significant career value variations among the three ethnic groups. The medians of the career value scores of the Black and the Puerto Rican women were identical, while the median of the scores of the Anglo women was lower. The medians of the Black men and the Puerto Rican men were similar, while the median of the scores of the Anglo men was lower. Career aspirations, unlike career values, evidenced no distinct patterns among or within the three ethnic groups. The research suggests that there appear to be significant variations in levels of career values among the three ethnic groups, but differences in quality of career values is not suggested by the researchers. It is suspected, however, that how individual Puerto Ricans, Anglos, and Blacks act on their career values should have more importance to career counselors than their between-group differences. (Author/KC)

ED215223 CE032168

Jones, G. Brian; And Others

Community Collaboration for Improving Career Guidance Programs: Preliminary Findings Suggest It Can Work. A Monograph and an Evaluation Auditor's Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date [81]
Contract No-300-79-0812
Note-155p.; Karen Kimmel Boyle and Fred Williams provided research assistance, and John D. Krumboltz wrote the auditor's report. Some pages will not reproduce well due to small print.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adolescents; Adults; Agency Cooperation; Career Choice; *Career Guidance; Case Studies; *Community Cooperation; *Community Involvement; Community Leaders; Cooperative Planning; *Cooperative Programs; Evaluation Methods; Federal Legislation; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *Program Improvement; State Legislation

Community collaboration for improving career guidance is an attempt to obtain cooperation from local agencies, organizations, and volunteering individuals to provide assistance to citizens whose career needs are not being addressed. This monograph is designed to motivate and provide initial orientation for community leaders who want to develop comprehensive career guidance programs to serve the needs of all community residents. The guide is organized in five chapters. The first chapter provides an overview of the publication's contents, while chapter 2 reviews the rationale underlying the community collaboration and the encouragement for its development provided by federal, state, and local legislative statutes and policies. Chapter 3 concentrates on how to monitor local teams' progress toward short-range outcomes and how to evaluate the extent to which intended outcomes occur. In chapter 4, summaries of available data on the results of initial community attempts to implement the collaboration concept are presented, while chapter 5 includes recommendations that can facilitate future career guidance improvements through community collaboration. Each recommendation is followed by the key steps required to implement it. Appendixes to the guide include an evaluation auditor's report and nine community team career guidance projects. (KC)

Eberhard, Wallace B.

The Antebellum Georgia Publishing Industry: A Group Portrait.

Pub Date Mar 82

Note-14p.; Paper presented at the Regional Meeting of the History Division of the Association for Education in Journalism (Gainesville, FL, March 20-21, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Census Figures; Demography; *Journalism; *Media Research; News Media; News Reporting; *Occupational Surveys; Profiles; *Publishing Industry; *State History

Identifiers-Georgia; *Journalism History; Nineteenth Century History

Using census data from pre-Civil War Georgia at two points in time (1850 and 1860), this paper describes the Georgian publishing industry and profiles those involved in it. Microfilm editions of handwritten documents were scanned to find the names and other data (residence, job title, age, sex, place of birth, and value of property owned) of those involved in any phase of the publishing industry. This profile was then compared to an earlier profile of Wisconsin newsmen obtained for the same two years. Results showed that the publishing industry was fairly widespread in Georgia with 21 out of 94 counties reflecting some activity in 1850, and 37 of 124 counties in 1860. Still, two-thirds of the counties did not have residents who were employed in the publishing business. Most of the people involved were young and were printers, with less than a third employed in the editorial end of production. Publishing was a vocation all but closed to females and included

publications such as weekly newspapers, a few dailies, and a range of literary, religious and scientific journals. A comparison of data from Georgia and Wisconsin revealed that by 1860 Wisconsin had outstripped Georgia in the number of publications and people in the publishing industry. (HOD)

Ferlazzo, Paul J.

Writing Across the Curriculum from the Point of View of a Department Chair.

Pub Date Apr 82
Note-8p.; Paper presented at the Annual Meeting of the College English Association (13th, Houston, TX, April 15-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College English; English Curriculum; *Faculty Development; Financial Support; Higher Education; *Inservice Teacher Education; *Interdisciplinary Approach; Program Descriptions; *Program Development; Teacher Workshops; *Writing Instruction
Identifiers-*Writing across the Curriculum

The success of a writing across the curriculum project is described in this paper. The paper notes that the first two years of the project, sponsored by internal university grants and state funding, consisted of (1) workshops and training sessions of small numbers of non-English faculty in designing and evaluating writing assignments and in investigating the theory and teaching of writing, (2) a discussion series on "solving the writing crisis," and (3) the establishment of a writing center. The paper also shows how the beginning of a two-year federal grant has allowed for release time for three English faculty members to work closely with faculty in other disciplines to develop writing components in content area courses. Other components of the university-wide project that are described include summer workshops for faculty development, the training of English faculty to work on collaborative learning, peer tutor training, and writing assignment design involving reasoning and cognitive skill development. (RL)

ED215430 EA014552

Pook, M. Ellen

A Study of the Relationship of Teacher Job Satisfaction and the Level of Implementation of Recommended Middle School Practices.

National Middle School Association, Fairborn, Ohio.

Pub Date 81

Note-9p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-*Educational Practices; Intermediate Grades; *Job Satisfaction; Junior High Schools; *Middle Schools; *Program Implementation; State Surveys; Statistical Analysis; Tables (Data); *Teacher Attitudes; Test Construction; Test Reliability; Test Validity

Identifiers-*Colorado

Since middle schools vary in their degree of implementation of middle school practices, this research was designed to compare the job satisfaction of middle school teachers with the degree of implementation of these practices. Six teachers from each of Colorado's 50 schools with the name "middle school" were randomly selected to serve as subjects of the study. The original and one followup mailing yielded 252 responses (a 74 percent return) to the Purdue Teacher Opinionaire and the Middle School Practices Index. In addition to teacher satisfaction and the degree of implementation of middle school practices, the size of the student body and a number of teacher demographic variables were also considered. Analysis of variance and correlations were used to analyze the data. The findings indicate that overall job satisfaction of middle school faculty does not vary significantly in low, medium, or high implementation schools. In high as compared to low implementation schools, teachers are more satisfied with community support, the curriculum, and school facilities; but are more dissatisfied with their teaching load. Teachers in middle-sized schools are more satisfied than teachers in large schools. Finally, low implementation schools are generally located in rural areas and have small enrollments. (Author/MLF)

ED215496 EC142155

Gray, Steven G.; And Others

Psychological and Environmental Treatment of Asthma: A Review.

Pub Date [80]

Note-34p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Asthma; *Behavior Modification; Clinical Diagnosis; Elementary Secondary Education; *Intervention; Medical Services; *Psychotherapy; *Relaxation Training; Therapy

Seventy citations (1886-1980) on psychological and environmental treatment of asthma are reviewed. Information is analyzed for the following topics (sample subtopics in parentheses): assessment of asthma (self report, activity restriction, medical examination); behavior therapy (relaxation procedures, biofeedback, operant techniques); dynamic psychotherapy; hypnotherapy; and environmental alteration (physical and sociological environments). It is concluded that psychological strategies provide a useful adjunct to traditional medical approaches; that conditioned behavior problems resulting from lowered social expectations frequently assigned to asthmatics can be successfully modified; and that a self directed orientation to coping with the emotional stress of asthma symptoms can be achieved. (CL)

ED215134 CE031824

Oversight Hearing on Full Employment. Hearing Before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress, First Session (Los Angeles, California, August 13, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 81

Note-169p.; Not available in paper copy due to small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents; Adults; Blacks; Economically Disadvantaged; Educational Needs; *Employment Problems; Employment Programs; Federal Programs; *Government Role; *Hearings; *Job Training; Low Income Groups; Poverty Areas; Poverty Programs; Quality of Life; *Social Problems; Underemployment; *Unemployment

Identifiers-Congress 97th

This document contains transcripts of hearings on employment and the social costs of unemployment. During the hearings, testimony and prepared statements were taken from persons involved with unemployment programs, with Black community leaders, union representatives, teachers' representatives, police officials, and research professionals about the effects of the nation's current unemployment rate on those who are unemployed and their families. Some of the problems cited by the witnesses were rising crime rates, increased mortality for all age groups peaking at two to three years after periods of high unemployment, lack of training opportunities, especially for Black youths and for older displaced workers, and eventual lack of hope by the persons involved. Witnesses emphasized that the proposed federal cuts in already strained social services budgets would severely harm persons needing these services, especially in depressed areas of high unemployment, such as major cities. Witnesses proposed making training programs that have proven successful more available to youths who need them; removing income eligibility requirements for the structurally unemployed, such as displaced autoworkers, to make them eligible for retraining without waiting until their incomes go below the poverty level for six months; and creating programs such as subsidized employment, to encourage private employers to provide on-the-job training. (KC)

ED215152 CE031911

Ruff, Richard D.; And Others

An Examination of Non-Occupationally Specific Outcomes of Secondary Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Dec 81
Contract No-300-78-0032
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Assessment; Educational Planning; Educational Research; Educational Trends; Futures (of Society); *Job Skills; *Job Training; *Outcomes of Education; *Policy Formation; *Program Evaluation; Relevance (Education); Research Needs; Secondary Education; *Vocational Education; Work Attitudes

The purpose of secondary vocational education has traditionally been occupational preparation, with the primary activity for achieving that purpose being occupationally specific skill training. Today, however, a significant amount of effort is also directed toward outcomes that prepare an individual for work rather than for a specific job or occupation, or outcomes that relate to satisfaction in life roles other than wage earner. These non-occupationally specific outcomes call for an examination of the issues for vocational education policy formulation. Four major types of non-occupationally specific outcomes can be identified: vocational knowledge and maturity; employability skills; consumer and other self-help skills, and citizenship and leadership. Some of the major implications of giving increased legitimacy and emphasis to non-occupationally specific outcomes include the following: (1) such an increase could lead to a one-to-one reduction of funds for occupationally specific skill training; (2) concern about tracking or restricting the future choices of students should be reduced, making vocational education more appealing to more students; (3) more emphasis may be placed on the needs of disadvantaged students; (4) business/industry may view this shift in emphasis as an attempt to be more responsive to their needs--or they may complain about youth's lack of specific skill training; and (5) program content may change. Federal policy options concerning non-occupationally specific vocational education include expanding the federal definition of vocational education; encouraging experimentation and demonstration; encouraging interdisciplinary courses; and encouraging research. (KC)

ED215390 CS503815

Watson, Arden K.

An Exploratory Study of Relationships of Characteristics and Test Scores among Communication Apprehensive and Underprepared Students.

Pub Date May 82

Note-20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety; *College Students; *Communication Research; Higher Education; *Nontraditional Students; Sex Differences; Speech Communication; Speech Curriculum; Speech Instruction; *Student Characteristics; *Student Needs

Identifiers-*Communication Apprehension

A study explored similarities and differences among communication apprehensive (CA) and underprepared college students enrolled in speech classes in order to determine whether the two groups required different instructional activities. Subjects were freshmen through senior students enrolled in basic speech courses. Academic achievement was determined through student scores on the American College Test (ACT) and grade point averages (GPA). Each subject also completed a measure of communication apprehension. Results showed that CA students shared several traits with underprepared students, including the need for structure, low tolerance for ambiguity, and dogmatism. They also shared negative factors derived from rural settings and minority group backgrounds. Females appeared to be linked with communication apprehension as well as a lack of preparation, and both CA and underprepared groups had lower than average GPAs and ACT scores. The findings suggest that the two groups require different instructional approaches, with special sections for CA students being established within the speech communication department and instruction for the underprepared student given over to college developmental programs. (FL)

ED215475 EC142134

Andreacchi, Joseph, Ed.; Miller, D. Merrily, Ed.

The Education of Behaviorally Disordered/Emotionally Handicapped Children--An Update.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.
Pub Date 80
Note-29p.
Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administration; *Behavior Problems; Civil Rights; Cooperative Programs; Counseling Techniques; *Educational Needs; Elementary Secondary Education; *Emotional Disturbances; Inservice Teacher Education; Learning Disabilities; Mainstreaming; Preschool Education

Ten articles focus on the education of behaviorally disordered/emotionally disturbed children from the points of view of a parent, a legal advocate, an educational therapist, a teacher, an administrator of a regular school, and an administrator of a special school. Also considered are institutional collaboration, teacher training, and support processes. Articles have the following titles and authors: "Meeting the Needs of a Handicapped Gifted Child--A Parent's Experience" (E. Lieberman); "The Other Civil Rights Movement" (N. Rosenberg); "Learning Disabilities beyond the 3 r's" (B. Osmen); "Differential Treatment for Behavior Disordered Children in a Therapeutic Nursery" (P. Major, et al.); "Those That Can...Do" (R. Thaler) on attitudes which foster successful mainstreaming; "Serving Children with Behavior Disorders--An Administrative Dilemma" (J. Casbarro); "School System-University Dialogue and Collaborative on Educating Emotionally Handicapped Children" (J. Andreacchi); "Updating In-Service Education for Teachers of the Behaviorally Disordered" (H. Cohen); "Counseling Techniques for Children with Behavioral Problems" (M. Lee); and "Reflections on Some Issues" (D. Miller).

ED215325 CS006624

Duchastel, Philippe C.

Selective Learning: An Interpretive Review of Orienting Factors in Prose Learning.

Pub Date 78

Note-27p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives; *Learning Processes; *Learning Theories; *Prose; Questioning Techniques; Reading Processes; Reading Research; Research Methodology

Identifiers-Adjunct Aids; *Mathemagenics; *Prose Learning

Defining mathemagenics as adjunct aids that can be used in textual situations to enhance learning, this paper places a new perspective on mathemagenics research as well as on practical considerations derived from that research. Specifically, the paper addresses two questions: (1) Which explanatory concepts--degree of processing, selective learning, or rehearsal and integration--are best at describing the processes that are operative in mathemagenic situations? and (2) What practical advice can be given about the appropriate use of adjunct aids in prose learning situations? Through a review of the literature the paper concludes that selective learning can play a major explanatory role, not only theoretically but also in the practice of improving prose learning through mathemagenics. (FL)

ED215450 EC142109

Martin, Edwin W.

The Fourth World: A Challenge for Today and Tomorrow.

Pub Date Nov 81

Note-8p.; Keynote address, Commission III: Implications for National Action, presented at the UNESCO World Conference of Actions and Strategies for Education, Prevention and Integration (Malaga, Spain, November 2-7, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cross Cultural Studies; *Disabilities; *Foreign Countries; History; International Programs; *Social Attitudes; Social Discrimination; *Trend Analysis

The author reviews the history of international concerns regarding disabled persons, and suggests that a prime reason for society's discrimination and rejection of the disabled is fear. He describes the emphasis in the United States on rights and independence of disabled people and asserts that each country must build upon its own traditions, values, and philosophies to provide awareness information to its citizens. (CL)

ED215567 FL012848

Poplack, Shana

Variable Concord in Sentential Plural Marking. Centro Working Papers 6.

City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.

Pub Date 80

Note-35p.; Prepared by the Language Policy Task Force.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Language Research; *Language Usage; Morphology (Languages); Nouns; *Plurals; *Puerto Ricans; *Sentences; *Spanish; Syntax; Verbs

This study examines the interaction between the deletion of the nominal plural marker and the verbal plural marker in Puerto Rican Spanish. It seeks to establish whether: (1) marker deletion in the noun phrase and marker deletion in the verb phrase specifically constrain each other, or (2) the system of local concord noted for the noun phrase extends to the verb phrase as well, or (3) the noun phrase and the verb phrase act independently. In addition, the study investigates whether Spanish plural marking patterns are affected by long-term contact with English. The data consist of 2,426 sentences extracted from the recorded speech of 21 Puerto Rican residents of East Harlem, New York. About half the subjects were judged to be Spanish-dominant, and the others, balanced bilinguals. A variability of plural marking was found in conjunction with a tendency toward concord. It was also found that whether the noun phrase is inflected, uninflected or deleted has little effect on marker deletion from the verb, aside from the tendency toward concord when the noun phrase precedes the verb. With regard to bilinguals, generalization of the deletion rule to environments where its application had been comparatively infrequent was found to have an intra-systemic cause. It was not due to contact with English. (AMH)

ED215264 CG015997

Beach, Morrison H.; And Others

[White House Conference on Aging, 1981. Creating an Age Integrated Society: Implications for the Economy. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Report No-TCES-1; TCR-1
Pub Date 81
Note-50p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aging (Individuals); Economic Opportunities; Economics; *Economic Status; *Employment Opportunities; *Futures (of Society); Government Role; *Older Adults; *Poverty; Prediction; Public Policy; *Social Integration
Identifiers-*White House Conference on Aging

This Technical Committee Report presents recommendations and strategies designed to achieve continued economic improvements for the elderly. Four specific recommendations serve as the basis for this report, i.e.,: (1) the United States should expand employment opportunities for the elderly; (2) both government and the private sector should encourage increased personal savings; (3) an increased income transfer program targeted at the poorest elderly is needed to reduce income inadequacy; and (4) national policies should encourage increased domestic investment aimed at improved productivity and economic growth. A picture of future economic conditions, based on current policies and social trends prevails and, developed by Data Resources, Inc. (DRI), provides a baseline against which to measure the impact of new economic strategies recommended by the Committee Report. Extractions and analyses of major DRI findings are presented for the baseline along with four strategy forecasts and the implications for current and future policy action. An executive summary of this report is also included. (NRB)

ED215283 CG016016

A Guide to the 1981 White House Conference on Aging.

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date 81

Note-20p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981.) For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aging (Individuals); Conferences; Economic Status; Federal Programs; *Human Resources; Individual Needs; Mental Health; Need Gratification; *Older Adults; Physical Health; *Planning; *Research Needs; *Social Integration

Identifiers-*White House Conference on Aging

A presentation of the task of the 1981 White House Conference on Aging, i.e., to address the problems of older Americans and to consider ways to use older Americans as national resources, is followed by a discussion of the legislative background of the Conference and Conference funding. Six topics chosen by the Advisory Committee for discussion are enumerated, including: (1) economic security; (2) physical and mental health; (3) social well-being; (4) older Americans as a growing national resource; (5) the creation of an age-integrated society within societal institutions and the implications for the economy, education, organized religion, the family, the media, and government structure; and (6) research. The two-phased conference structure is outlined with the first phase consisting of local- and state-sponsored activities such as community forums and state conferences to select delegates. The discussion of the second phase focuses on the delegates, substate and regional hearings, and the national conference. Twenty mini-conferences, meetings designed to focus national attention on special aging issues, are listed. Brief biographical sketches of conference leaders and staff are provided along with a list of names, addresses, and telephone numbers of state coordinators for the Conference. (NRB)

ED215411 EA014511

Schimmel, David
Law-Related Education: A Lawyer-Teacher Partnership.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 82
Note-7p.; Chapter 11 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.
Available from-Not available separately; see EA 014 500.
Document Not Available from EDRS.
Descriptors-Citizenship Education; *Delinquency; Elementary Secondary Education; Instructional Materials; *Lawyers; *Legal Education; Legal Problems; Program Evaluation; School Community Relationship; Student Alienation; Student Attitudes; Teachers
Identifiers-American Bar Association; Phi Alpha Delta Law Fraternity

Proposed in 1970 by Leon Jaworski, law-related education (LRE) became one of the most successful programs of the decade. According to this eleventh chapter in a book on school law, there are several reasons LRE is critically needed: law is a pervasive force in the life of every student; civics instruction characterized by platitudes and chauvinism, has not been effective; and LRE can reduce student alienation by helping students see how the legal system can work for them and how they can change it. The goals of most programs are to provide students with legal knowledge and understanding and analytic skills. Excellent curriculum materials for LRE have been developed by several law studies projects. The American Bar Association's Committee on Youth Education for Citizenship serves as a national clearinghouse for such materials. A 1981 national evaluation study has concluded that LRE results in significant reduction in juvenile delinquency. To round out an LRE program by the inclusion of human interaction between attorneys, educators, and students, the Phi Alpha Delta law fraternity has developed the Lawyer-Educator Partnership Program. This program provides a variety of opportunities for teachers and students to meet and talk with lawyers, judges, and those responsible for law enforcement. (Author/JM)

ED215497 EC142156

Telzrow, Cathy F.; And Others

A Model for Comprehensive Service Delivery for Preschool Handicapped Children.

Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date Aug 81

Note-88p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Disabilities; *Handicap Identification; *Models; *Preschool Education; Program Development; School Community Relationship; *Student Evaluation; *Student Placement

The report details the background, development, and implementation of a school-community coordinated preschool program for suspected handicapped children under age 5. Legal mandates to identify preschool children with special needs are cited, despite a permissive mandate of serving those identified. Ten steps to be taken by districts in planning for such a preschool program are listed. The following five components of the model are addressed in terms of philosophy and rationale, and strategies for achievement: identification, evaluation, placement, staff training, and parent participation/education. A case study is provided to illustrate the roles played by the school, community, and service providers. Appended material includes lists of resources for identification, evaluation, and placement. (CL)

ED215523 EC142183

Project Employability: Employability Assessment Instrument.
East Central Ohio Special Education Regional Resource Center, Dover.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
Pub Date Aug 81
Note-162p.; For related documents, see EC 142 180-186.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Check Lists; *Employment Potential; Evaluation Methods; High Schools; *Job Skills; *Mild Mental Retardation; *Moderate Mental Retardation; *Student Evaluation
Identifiers-*Project Employability

The Employability Assessment Instrument, third in a series of six, is designed to measure a student's level of employability in relation to 55 community jobs selected as part of Project Employability (Ohio), a program designed to meet the employability needs of low functioning educable and high functioning trainable mentally retarded high school students. The instrument contains the following components: student profile to measure current level of functioning in 21 employability skills, criterion referenced checklist with operational definitions for each of 10 levels of performance for the 21 employability skills, job entry level profile which indicates the minimum level of performance expected for success in a specific community job, and job entry level statistics. The Employability Assessment Instrument determines a student's level of performance, predicts a student's expected degree of success for each of 55 selected community jobs, and determines the general cluster of jobs in which a student may achieve success. (SB)

ED215546 EC142406

Toner, Ignatius J.; Ritchie, Fiona K.
Signed Statements and Delay of Gratification in Deaf Children.
Pub Date Aug 81
Note-13p.; Paper presented at the Biennial Meeting of the International Society for Study of Behavioural Development (6th, Toronto, Canada, August, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Contingency Management; *Deafness; *Delay of Gratification; Elementary Education; *Self Control; *Sign Language

Twenty-four deaf children (6 to 10 years old) were individually administered a task in which possession of accumulating candy rewards was made contingent upon the child stopping further accumulation. Ss, who under instruction periodically signed statements about the goodness of the reward, waited significantly longer before terminating the waiting period than did deaf children instructed to sign statements about the act of waiting and somewhat longer than did deaf children instructed to sign a neutral statement. As the pattern of delay was unlike that reported when nonhandicapped children verbalize similar statements the results were interpreted in terms of the functional differences between signed and spoken language. (Author)

ED215604 HE014890

White House Report: Initiatives on Historically Black Colleges and Universities.

Department of Agriculture, Washington, D.C.
Pub Date [80]

Note-606p.
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Black Colleges; College Faculty; Computers; *Expenditures; *Federal Aid; Federal Programs; *Financial Support; Higher Education; Research Projects; School Personnel; *Student Financial Aid; Trend Analysis
Identifiers-*Department of Agriculture; *Research and Development

Information is presented on the resources ad commitments made by the U.S. Department of Agriculture to historically black colleges and universities (HBCU) for funding year 1980. Information is provided for agencies within the Department of Agriculture regarding student assistance, research and development (R&D) equipment and facilities, personnel, and other activities. Expenditures for HBCU from 1979 to 1980 and projected expenditures for 1981 are outlined for HBCUs and other colleges. The following information is outlined in an overview: the Department of Agriculture expended over $470 million to colleges and universities, a 9 percent increase over funding year 1979; over $2.6 million was expended for student assistance of which 17 percent went to HBCU and 83 percent went to HBCU as compared with 94 percent to all other colleges; the Science and Education Administration accounted for 97 percent of all the expenditures in R&D to all colleges and 99 percent of all the expenditures that HBCU received for 1980; about $6 thousand was expended for equipment and facilities (online computer systems to 13 HBCU); over $1.8 million was expended on personnel, of which 26 percent was spent on HBCU and 74 percent was expended on other colleges; the total expenditure for other activities was over $11.6 million, of which 10 percent was spent to increase participatory involvement of black colleges in Department of Agriculture programs and 90 percent was expended in support of other colleges and universities. Program objectives by agency and a Department of Agriculture organizational chart are included. (SW)

ED215186 CE032012

Eye Safety. Mississippi Industrial Arts.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi Society to Prevent Blindness, Jackson, MS.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date Nov 81

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Eyes; First Aid; Guidelines; *Industrial Arts; Resource Materials; Resources; *Safety; *Safety Equipment; *School Safety; *School Shops; Secondary Education; State Legislation; Vocational Education; Welding

Identifiers-Mississippi; Wise Owl Clubs

This manual is designed to help industrial arts teachers eliminate student eye injuries within industrial arts programs. Presented first is Mississippi eye safety law. Following a discussion of eye protection equipment, illustrations of eye protection devices are provided. Guidelines are set forth for selecting shade numbers for welding filters. Outlined next are various eye protection areas and eye protection requirements in various areas of industrial arts. Following a description of first aid procedures for eye emergencies, information is provided on the Wise Owl Clubs of America. Listed next are eye safety resource materials available from the Mississippi Society to Prevent Blindness. (MN)

ED215243 CG015846

Lewis, Elissa M.

The Group Treatment of Battered Women.

Pub Date 16 Oct 81
Note-12p.; Paper presented at the Annual Meeting of the Missouri Psychological Association (Springfield, MO, October 16, 1981). For related document, see CG 015 847.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aggression; Assertiveness; *Battered Women; *Crisis Intervention; Depression (Psychology); *Group Therapy; Literature Reviews; *Problem Solving; Self Esteem; *Self Help Programs; *Spouses; Victims of Crime; Violence

This paper describes some problems encountered in therapy groups of battered women and reviews several studies of these groups reported in recent literature. The five basic needs of battered women and a list of specific strategies developed to meet these needs are presented in an initial section. Three common goals of the group counseling strategy are discussed with the suggestion that the battering situation may be worsened by the victim's participation in treatment. Research findings supporting group therapy as the preferred modality for working with battered women are reviewed. Three statements which must be accepted as fact for success in working with battered women are outlined in the conclusion, i.e., that: (1) battered women are not masochists; (2) the violence that occurs between spouses cannot be legitimized; and (3) blaming the victim has no pragmatic value. (MCF)

ED215304 CS006597

Vosniadou, Stella

Drawing Inferences from Semantically Positive and Negative Implicative Predicates.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-CSR-TR-226

Pub Date Jan 82

Contract No-400-76-0116

Note-35p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; *Discourse Analysis; Higher Education; *Language Processing; *Reading Research; *Semantics; *Sentence Structure; *Structural Analysis (Linguistics); Syntax

Identifiers-*Inferences

A study investigated the inferential processing involved in the comprehension of a class of complex predicates (such as "remember to," "manage to," "fail to," and "neglect to") that are known as implicative. The subjects, 64 college students, were timed while they drew inferences from syntactically affirmative and negative sentences containing the implicative predicates "remember/forget" and "bother/neglect" in different linguistic contexts that met the presuppositions of the sentences at varying levels of generality. Different patterns of inference latencies were obtained for the two implicative predicates studied, suggesting that there are important differences among negative implicative predicates that influence their representation and processing. Regardless of these differences, inference latencies for all sentences decreased when they were presented in contexts that met some of their presuppositions indicating that context can facilitate inferential processing. (FL)

ED215348 CS206821

Farrell, Edmund J.

And It (Shall) May Come to Pass: Speculations on the Future of English Education.

Pub Date Apr 82

Note-12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (1st, Minneapolis, MN, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change; Change Agents; *Computer Assisted Instruction; *Educational Change; *Educational Trends; English Curriculum; *English Instruction; *English Teacher Education; Futures (of Society); Higher Education; Instructional Materials; Secondary Education; Teacher Attitudes; Teacher Educators; Teacher Role

Those who, during the 1960s, predicted a trend toward the increased use of electronic media in English instruction did not foresee the incompatibility of the humanities graduates of publishing houses and the engineers and mathematicians of the electronics industries, or the resistance of teachers and administrators to instructional innovation. Similarly, such forecasts in the 1970s failed to anticipate shifts in the economy and in the values of the young. The current conservative mood of the country, censorship and the back-to-basics movements, civil rights and women's movements, and the reductions in federal funding are also factors beyond most English educator's foresight. Nevertheless, teacher educators must continue to help teachers anticipate and responsibly direct the course of educational change, much of which will occur due to the increasing accessibility of microcomputers. The traditional classroom will, of necessity, give way to more flexible, individualized instructional environments, and will include electronic media and improved printed materials. All of these changes are dependent on a healthy economy, the willingness of citizens to give financial and moral support to public education, and the quality of teacher preservice and inservice programs. If teacher educators continue to ignore the potential enrichment of English teaching offered by electronic media, they will assist in making more irrelevant to public school students a subject too many already consider irrelevant. (HTH)

ED215369 CS206884

Sims, Rudine

Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction.

National Council of Teachers of English, Urbana, Ill.

Report No-ISBN-0-8141-4376-8

Pub Date 82

Note-116p.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 43768, $5.50 member, $6.00 non-member).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Black Attitudes; Black Culture; *Black Literature; *Black Youth; *Childrens Literature; *Cultural Awareness; Elementary Education; *Fiction; *Literature Appreciation; Majority Attitudes; Social Attitudes; Teaching Methods; Whites

The purpose of this monograph is to provide classroom teachers, librarians, and teacher educators in the field of children's literature with information that will enable them to make better informed selections of recent literature for and about Afro-Americans. The first chapter of the work places contemporary realistic fiction about Afro-Americans in a sociocultural and historical context, while the second chapter discusses the "social conscience" books that are written primarily to help whites know the condition of blacks in the United States. The third chapter reviews "melting pot" books that were written for both blacks and whites on the assumption that both groups need to be informed that nonwhite children are exactly like other American children--except for their skin color. The fourth chapter examines "culturally conscious" books that were written for Afro-American readers and that attempt to reflect both the uniqueness and the universal humaneness of the Afro-American experience from the perspective of an Afro-American child or family. The fifth chapter presents a brief overview of the work of five Afro-American writers who have made significant contributions to children's fiction since 1965, and the final chapter summarizes the current status of children's fiction about Afro-Americans and suggests some areas yet to be covered in fictional works. (FL)

ED215451 EC142110

Garner, C. William; And Others

Coordination of Vocational Services for the Handicapped.

New Jersey Association for Vocational Education Special Needs Personnel, Edison.; New Jersey Occupational Resource Center, Edison.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 81

Note-54p.; Print is poor in parts.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agency Cooperation; Conference Papers; *Coordination; *Disabilities; *Employment; Program Development; *Vocational Education; Vocational Rehabilitation; Workshops

Identifiers-New Jersey

The report describes the planning and implementation of a 12 month longitudinal approach to establishing linkages between agencies serving the vocational needs of handicapped persons in New Jersey. Plans called for a statewide workshop with regional leaders followed by regional workshops with local leaders. Planning steps included selection of workshop participants and locations. Highlights of the statewide conference are presented along with information on followup. Brief evaluation comments cite project weaknesses (such as need for attracting more participants from agencies other than the public schools) and strengths (including the use of group leaders and recorders to facilitate discussion). Sample agendas and lists of participants are appended. (CL)

ED215589 HE014348

Burns, Robin J.

Higher Education and Third World Development Issues: An International Comparative Study. Report of a Survey and Evaluation of Development Education at the Post-Secondary Level in Some Industrialized Countries.

United Nations Food and Agriculture Organization, Rome (Italy).
Pub Date May 75
Note-109p.; Not available in paper copy due to marginal legibility of original document.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Education; Comparative Education; *Developed Nations; *Economic Development; Foreign Countries; Global Approach; Graduate Study; Institutes (Training Programs); International Education; Labor Force Development; Models; *Postsecondary Education; *Program Development; Program Evaluation; Surveys; Undergraduate Study
Identifiers-Australia; Canada; France; Netherlands; Scandinavia; United Kingdom; United States; West Germany

This study and evaluation of development education initiatives at the higher or postsecondary level in some industrialized countries has been prepared within the context of the education and information programs supported by Action for Development, a United Nations program. An opening chapter gives background on development studies in general, and suggests that development education is concerned with people and society, with bringing individuals to an awareness of themselves and the world in which they live, in order to be able to play a more active part in that world. The second chapter provides general information on development studies in these countries: Canada, United States, West Germany, France, the Netherlands, Scandinavia, United Kingdom, and Australia. Chapter three highlights some development education models, including traditional graduate and undergraduate programs, practical graduate and undergraduate programs, study/service model, research/action model, manpower training, the internationalized institution, research institute, and community education programs. Problems of each model are noted. Positive and negative prospects for the future are seen. It is suggested that in spite of its potential, the university tends to be conservative, a preserver of the status quo. However, there is more interest in global affairs. Lists of institutions in each country studied or contacted during the survey, outlines of each program included, classifications of the programs into the ten models, and notes on a guide for student action in development are appended. (MSE)

Van de Water, Gordon B.

Emerging Issues in Postsecondary Education, 1981 (A Survey of State Policy Leaders).

Education Commission of the States, Denver, Colo.
Pub Date 82
Note-33p.
Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Finance; Educational Quality; *Futures (of Society); *Higher Education; Inflation (Economics); Leaders; *Legislators; National Surveys; Parent Financial Contribution; Resource Allocation; *Retrenchment; *State Officials; Student Financial Aid; Tax Allocation; Tuition

State-level policy leaders were surveyed in fall 1981 to determine the emerging issues in postsecondary education among the states and to ascertain policy leaders' attitudes toward these issues. A total of 683 surveys were distributed and 214 usable surveys were returned, representing 202 agencies. The overall impressions created by policy leaders' responses are that the quality of education will be the leading issue for the next few years, funding for higher education is losing ground to inflation, and families will be expected to shoulder an increasing proportion of college costs. Additional findings include: overall, 72 percent of postsecondary education policy leaders expect the lag in appropriations to result in tuition increases, 71 percent anticipate maintenance deferral, 71 percent anticipate staff reductions, and 69 percent expect reduced capital outlays; state response to federal student aid cuts will be to pass along the federal cutbacks to families by requiring greater family contributions to the cost of postsecondary education; tuition levels are expected to rise roughly at the rate of inflation; and the five most important issues (not specifically tied to the next budget cycle) were identified as education quality, basic skills and remedial/development programs, physical plant update/replacement, public tuition levels, and the impact of federal student grant policy changes. The distribution of survey respondents by type of position and region is indicated, and samples of survey questions with highlights of responses to these questions are presented. (SW)

ED215085 CE031381

Taylor, Marilyn

The Role of Adult Experience in Learning: Consequences for the Classroom.

Pub Date 81

Note-19p.; Paper presented at the Joint Conference of the Association of Community Colleges in Canada and the Canadian Vocational Association (Winnipeg, Manitoba, Canada, June 1, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education; *Adult Learning; Adults; Adult Students; *Cognitive Development; *Educational Improvement; *Experiential Learning; *Learning Processes; Learning Theories; Lifelong Learning; Postsecondary Education; *Teaching Methods

In order to capitalize on the learning experience which adults bring to the classroom, it is necessary to identify some of the components of the self-initiated learning cycle. A study of 12 adult graduate students' learning experiences in an adult learning class was used to identify a common pattern of experience. The pattern of the learning process was a cycle involving four phases. In the first phase ("detachment"), the learner relates to experience primarily through preconceived notions. In the second ("divergence") phase, the learner departs from these preconceived notions and becomes confused; he/she tends to withdraw from others. The third ("engagement") phase is characterized by the learner being able to relax without having a solution to the confusion, leading to an intuitively-guided exploration in which decisions are made in the face of particulars rather than in the light of a preconceived plan. The learner and colleagues experience connections and insights, leading to the final "convergence" phase, which features a sudden emergence of a major insight, a new understanding, a resolution to the inquiry issue which arose in the divergence phase. This phase is characterized by excitement and intensity; it emerges from solitary reflection, but in it the learner needs to share the discovery with others whom he/she associates with the inquiry. There follows a return to the detachment phase with a new sense of experience to approach the next learning situation. In order for this learning process to be facilitated, institutions should make changes in policies for admissions processes, required courses, emphasis on performance, fixed objectives and deadlines, and lack of understanding of what is involved in an experience-related learning process. (KC)

ED215104 CE031728

Durana, Ines

Teaching Strategies for Primary Health Care. A Syllabus.

Rockefeller Foundation, New York, N.Y.
Pub Date Jul 80
Note-176p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adults; *Allied Health Occupations Education; Birth; Child Welfare; Citations (References); *Community Health Services; Course Content; *Developing Nations; Family Planning; Health Education; *Health Personnel; Health Services; *Interpersonal Competence; Nutrition; Physicians Assistants; Pregnancy; Prevention; *Teaching Methods

This book is intended to assist teachers, practitioners, and administrators to develop programs for training nonphysician, primary health care workers in Third World countries. It contains the instructional context of a comprehensive training program, organized into chapters and presented in outline form. Learning strategies follow each section of instructional content. These build on the technical knowledge contained in each discussion, as well as the students' own perceptions and experiences, and relate all these elements to their future roles as primary health care workers. The book is organized in three parts. Part 1 contains a discussion of the social process skills needed by the primary health care worker. It considers the necessary skills and qualities, how they may be acquired, and how they become translated into action. Parts 2 and 3 contain instructional content and associated learning strategies. They address first the health of the community, and then discuss the health of the individual. Topics covered include health education, nutrition, population control, health services, prevention and control of disease, health data, providing care for mothers, children, and adults, and health-related sciences. Appended is a bibliography of relevant materials, with annotations and details of how to obtain them. (KC)

ED215120 CE031808

Wheeler, Jeanette D.

Legislative Mandates for Vocational Education. Vocational Education Curriculum Specialist, Module 4.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-55p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Education; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; Disabilities; Disadvantaged; Educational Administration; *Educational Legislation; Employment Programs; *Federal Legislation; Higher Education; Instructional Materials; Job Training; Learning Activities; Learning Modules; Management Development; Part Time Employment; Postsecondary Education; Program Administration; Program Development; Secondary Education; Tests; *Vocational Education; Youth Employment; *Youth Programs

Identifiers-Comprehensive Employment and Training Act; Education Amendments 1972; Smith Hughes Act; Vocational Education Act 1963; Vocational Education Amendments 1968; *Vocational Education Amendments 1976

One of five modules in the foundation series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section examines federal laws pertaining to vocational education up to 1963. In section 2 the period from 1963 to 1976 is discussed, with emphasis on the Vocational Education Act of 1963. The third section focuses on Title II of the Education Amendments of 1976, which extended and revised the 1963 Act. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include key legislative provisions for sex equity and summaries of pertinent legislation, suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215135 CE031833

Langton, Kim, Comp.

Public Involvement: The Home-School-Community Partnership. Practical Handles 3.

Utah State Office of Education, Salt Lake City. Div. of Community Education.

Pub Date May 81

Note-187p.; Not available in paper copy due to colored paper and ink.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education; Agency Cooperation; Case Studies; Change Strategies; *Citizen Participation; Community Education; *Community Involvement; Community Resources; Decision Making; *Educational Cooperation; Educational Planning; Educational Practices; Elementary Education; *Family Involvement; *Family School Relationship; Program Descriptions; Program Development; Program Implementation; *School Community Relationship; School Districts; Secondary Education; State Programs

Identifiers-*Utah

This book contains 54 articles providing examples of how to involve the public, home, and community effectively in an educational partnership. It consists of four sections. In the first section various aspects of encouraging parent involvement are addressed, including using television to improve family relationships, bridging the gap between parents and children, developing parents' Title I participation, and strengthening the home as an educational institution. Discussed next are such efforts in utilizing community resources as programs for the gifted and talented, law-related education for adults, utilization of living historians, museum programs, banking programs, police efforts at youth relations, and 4-H programs. Included among those topics covered in a section on home/community/school participation in planning and decision making are discipline, community councils, PTA involvement, the community educator as change agent, parent/teacher/student problem solving committees, problems caused by rapid community growth, and recruiting local support. The following areas are examined in a section on interagency cooperation: programs for developmentally disabled preschoolers, school government cooperation, agency cooperation to achieve cost effectiveness, and establishing an adult education program in the private sector. (MN)

ED215169 CE031928

Schwartz, Henrietta

Equity from an Anthropological Perspective. Research and Development Series No. 214M.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-45p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214M, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education; Anthropology; *Career Choice; *Cultural Influences; Educational Anthropology; *Equal Education; Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Fairness; Sex Role; *Socialization; Social Science Research; *Vocational Education

Identifiers-Occupational Socialization

This paper focuses on issues related to the cultural aspects of sex equity and schooling in American society. It begins with a framework of assumptions that relate the discipline of anthropology to concepts of equity. Education or schooling is discussed as a special form of socialization, and four operational elements are cited that are displayed in equitable schooling: access; treatment; allocation of resources; and awareness, evaluation, and program correction. A review is provided of the literature of occupational choice in American culture, occupational socialization (effects of different socializing influences on occupational preferences, including influences of parents, peers, television, school books, teachers and counselors), and programs of nontraditional vocational training. A developmental model is provided for a set equity program that includes these stages: awareness, analysis, access and action, affirmation and allocation of resources, and acceptance. These recommendations for promoting equity are made: intensified research by social scientists, monitoring systems at state and local levels, development of decisions models for a continuum of equity from school to workplace, and policy decisions and actions based on research data indicating that sex-role socialization takes place early in life. (YLB)

ED215206 CE032109

Graesser, Cheryl C.; Rose, Clare

Assessing the Status of Women Students and Employees in Vocational Education in California. Project PASSEVE.

Pub Date Mar 82
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes; *Affirmative Action; Community Colleges; Counselor Attitudes; Employed Women; Enrollment; Equal Opportunities (Jobs); Federal Aid; *Females; Financial Support; High School Students; Nontraditional Occupations; Postsecondary Education; Principals; *School Districts; Secondary Education; *Sex Fairness; State Aid; Student Attitudes; Surveys; Teacher Attitudes; *Vocational Education
Identifiers-*California

The Project to Assess the Status of Women Students and Employees in Vocational Education assessed number and distribution of women students and employees in vocational programs, their perceptions of equal access, and extent of efforts to address sex equity. Its main activity was a survey of 3,609 vocational students, 455 faculty, 126 counselors, and 61 principals from 42 secondary districts and 9 regional occupational centers/programs (ROC/Ps). An 85-item survey assessed attitudes toward sex equity and satisfaction with district efforts to achieve sex equity. Major findings were that (1) although respondents felt males were less well accepted in traditionally female classes than the reverse, 1978-79 enrollment figures indicated more males enrolled in traditionally female classes than the reverse; (2) students, faculty, and counselors had less positive perceptions about sex equity efforts than did vocational administrators; (3) employers were perceived as more reluctant to hire a female than a male in a nontraditional job; (4) more ROC/Ps had sex balanced employee counts, while more secondary districts had balanced enrollments; (5) while guidance and counseling activities were the most frequently mentioned means of achieving sex equity, vocational counselors were less positive; and (6) most secondary districts supported sex equity activities with state or local funds, while most community college districts used federal Vocational Education Act funds. (YLB)

ED215224 CE032208

Spotts, Sue Ann

Emergency Medical Technician. Competency Based Education Curriculum. Student Material.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date Jul 79

Contract No-WV-78-E-7

Note-828p.

EDRS Price - MF05/PC34 Plus Postage.

Descriptors-*Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; Check Lists; *Competency Based Education; Course Descriptions; Curriculum Guides; Demonstrations (Educational); *Emergency Squad Personnel; *First Aid; Job Skills; Learning Activities; Learning Modules; Medical Services; Postsecondary Education; Secondary Education

Identifiers-*Emergency Medical Technicians

Beginning with an introductory handbook, this competency-based curriculum contains 13 modules for an 81-hour secondary- or postsecondary-level course for Emergency Medical Technician (EMT). Introductory materials include module component descriptions and information for administering an EMT training program, such as an instructor's schedule, list of needed training equipment and audiovisuals, and required texts and supplementary references. Each module is divided into some or all of these components: behavioral objectives (skill and knowledge objectives), instructor activities, instructional equipment and materials, student activities with skill development checklist, anatomy and signal code handouts, module outline (instructor's lecture format with lecture topics and references), demonstration outlines, student practice sessions, skill evaluations, and task descriptions with loops (tasks are normal, logical flows of procedures, while loops are logical flows of procedures when a problem is recognized within a task). Module titles are Orientation and Registration, Basic Life Support and Primary Survey, Secondary Survey and Shock, Soft Tissue Injuries, Central Nervous System Trauma, Orthopaedic Injuries, Medical Emergencies, Patient Handling, Extrication, Emergency Care of the Emotionally Disturbed, Obstetrics and Pediatric Injuries, Triage and Special Care Situations, and Dispatch and Travel to the Scene. (YLB)

ED215326 CS006625

Duchastel, Philippe C.

Testing to Aid Text Processing.

Pub Date Sep 81

Note-10p.; Paper presented at the Meeting of the International Symposium on Text Processing (Fribourg, Switzerland, September 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Techniques; Educational Research; Elementary Secondary Education; *Learning Processes; *Reading Comprehension; Reading Processes; Recall (Psychology); *Retention (Psychology); *Study Skills; Teaching Methods; *Testing

Identifiers-Adjunct Aids; *Prose Learning; *Testing Effects

The testing effect is a phenomenon that may be described as follows: following the reading of a prose passage, a group of students who are given a posttest on the passage immediately or shortly afterward will later recall more of the passage on a retention test than will a similar group of students who are not given the posttest. Testing as a means of directly enhancing prose learning is generally not recognized and is not used much in the schools. If it were, every period of instruction would be brought to a close with a short test. Such a test could well be an ungraded self-test, for its purpose would be not to manage the instructional process, but to consolidate the learning experience that has just taken place. Testing in this sense is similar to practice or rehearsal. The testing effect consolidates learning in terms of degree of processing, not structurally. A test thus provides a stimulus for engaging in the consolidation of learning. The context here is similar to that of most adjunct aids, such as learning objectives, inserted questions, and typographical cueing, all of which suggest certain strategies to the learners. Research on the testing effect has generally excluded, for experimental reasons, the provisions of feedback, review opportunities, and test anticipation effects, in order to isolate the consolidation effect per se. However, all of these other factors would likely be present in educational contexts and would further add to the value of testing. (HOD)

ED215391 EA014369

Morgenstern, Robert
The School Age Criminal.
Pub Date 12 Apr 81
Note-15p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; Children; Classification; *Criminals; *Delinquency; Drug Abuse; Elementary Secondary Education; *Individual Characteristics; Stealing; Violence
Identifiers-*School Age Criminals

School age crime has increased a great deal in recent decades and a review of types of school age criminals may help school officials develop policies and programs to handle the problem. Both increased crime and improved news coverage have made the general public more concerned about school crime and school age criminals. A comparison of crime statistics from 1964 and 1977 shows that the number of school age criminals and the amount of crime by school age children has grown. School age criminals commit more crimes against property than against persons but the latter type of crime has multiplied faster in the 1964-1977 period. There are seven types of school age criminals, including the incidental, habitual, psychotic, and sado-masochistic criminal, the necrophilous or death-worshiping criminal, the agressive sex offender, and the child who commits substance-induced agression. These substances, such as alcohol, amphetamines, heroin, LSD, "angel dust" or PCP, barbiturates, or even drug placebos, may interact with certain personality types to produce violent behavior. Educational officials should take appropriate action to handle the problem of school age criminals. (Author/RW)

ED215431 EA014553

Erb, Thomas Owen

Attitudes of Early Adolescents toward Science, Women in Science, and Science Careers.

National Middle School Association, Fairborn, Ohio.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date 81

Note-11p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-*Adolescent Development; Age Differences; *Career Awareness; Career Education; *Employed Women; Intermediate Grades; Intervention; Junior High Schools; Middle Schools; Professional Occupations; *Science Careers; Science Curriculum; Sex Differences; *Student Attitudes; Tables (Data); Technology

Identifiers-*Career Oriented Modules Explore Topics in Science

The study described is part of a larger project, Career Oriented Modules to Explore Topics in Science (COMETS), designed to integrate career education into the science curriculum. This study aimed to determine the attitudes of male and female students aged 10-16 toward scientists, science, women in science, careers in technical fields, and careers in science. The sample consisted of 1,235 adolescents located in three different-sized midwestern communities. Students completed instruments developed by the COMETS staff that included the Career Attitude Scale, a 130-item scale to measure attitude toward women in science, and a 49-item instrument to measure preferences for careers in technology and science. Analysis of variance was used to test for differences on dependent variables due to age and sex. Findings indicate that early adolescent boys are more positively disposed toward science and careers in technological fields than are girls in the same age group. Girls are more positively disposed toward women in science than are boys. The age of 13 appears to be a pivotal one for both sexes. Boys' scores all increase during this year and girls' scores decrease. This finding supports the arguments for early career education interventions. (Author/MLF)

ED215547 EC142407

Martin, David S.

Preparing the Hearing-Impaired Social Studies Teacher: Special Challenge to a Special Group.

Pub Date Dec 81

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students; Curriculum; *Hearing Impairments; Higher Education; *Social Studies; Student Teaching; *Teacher Education

Identifiers-Gallaudet College DC

The paper focuses on the special adaptations made at Gallaudet College (Washington, DC) to train hearing impaired students to teach social studies to hearing students at the elementary and secondary levels. It is pointed out that all instruction at Gallaudet employs the simultaneous communication method of voice and signed English while using visual reinforcement of ideas, concepts, and techniques. Teaching adaptations are discussed for each of eight key course topics: social studies concepts and generalizations, discussion skills, use of multimedia, role play, simulation games, current events, geographic skills, and multicultural education. Noted among the adaptations for practicum work is the use of a classroom sign language interpreter. (SB)

ED215244 CG015847

Lewis, Elissa M.

A Revision and Test of Walker's Cycle Theory of Wife Battering.

Pub Date 16 Oct 81

Note-22p.; Paper presented at the Annual Meeting of the Missouri Psychological Association (Springfield, MO, October 16, 1981). For related document, see CG 015 846.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Aggression; *Anxiety; *Arousal Patterns; *Battered Women; *Behavior Change; *Expectation; Interpersonal Relationship; Recognition (Psychology); Research Design; *Spouses; Violence

A descriptive, cycle model of wife battering is comprised of three phases, i.e., tension-building, the explosion of an acute battering, and respite or reconciliation, with distinctions between minor batterings and the acute batterings that are uncontrollable and result in major destruction. To test the hypothesis that every battering episode constitutes a cycle, and that this micro-cycle is a direct parallel of the anxiety arousal model of the delay of punishment paradigm, 32 women with male spouses participated in a study of the micro-cycle of wife battering. Subjects completed a semi-structured interview format collecting sociodemographic information, the Conflict Tactics Scale, and a detailed questionnaire concerning the events surrounding the development and resolution of marital conflicts. Analyses indicated that the micro-cycle and anxiety arousal models were appropriate experimental analogues of non-battering as well as battering couples' conflicts. The findings suggest that a social learning approach to the issue of wife battering is appropriate and fruitful. (Author/MCF)

ED215476 EC142135

Smith, Robert T., Ed.

A Varied Perspective on Specific Learning Disabilities.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 80

Note-29p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administration; Classification; Clinical Diagnosis; Cognitive Development; Discipline; Educational History; Educational Trends; Federal Legislation; Guidance; Individualized Education Programs; *Learning Disabilities; Mainstreaming; Paraprofessional School Personnel; Resource Room Programs; State Legislation; Theories

Identifiers-New York

Eleven brief articles focus on specific learning disabilities with emphasis on programs in New York State and City. Articles have the following titles and authors: "The History of Learning Disabilities Revisited" (J. Wiederholt, G. Hale); "The Learning in Learning Disability--Ask What, Not Why" (R. Schworm) which stresses the need to identify problem behavior not global causes); "The Resource Room's Role in School Discipline" (D. Leach, S. Quinby); "Legislation and the Resource Room--The New York City Program" (J. Luchow, et al.); "An Administrative Perspective on Implementing a Learning Disabilities Program under P.L. 94-142" (M. Burwell); "A Modified I.E.P. Responds to Instructional Needs" (G. Schena); "The Teaching Assistant--Professional Partner in Special Education" (M. Broth); "Guidance and Mainstreaming" (L. Smith); "Toward a Taxonomy of Specific Learning Disabilities" (J. Gould); "Five Faces of Cognition--Theoretical Influences on Approaches to Learning Disabilities" (W. Hresko); and "Learning Disabilities in the '80s--New York DCLD" (S. Johnson). (DB)

ED215498 EC142157

Production of Reading Materials. Self Study and Evaluation Guide, 1982 Edition. Section D-7. Revised.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No-ISBN-0-912948-73-6

Pub Date 82

Note-39p.

Available from-National Accreditation Council, 79 Madison Ave., Suite 1406, New York, NY 10016 ($2.50, quantity discount available).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accreditation (Institutions); *Blindness; *Braille; Elementary Secondary Education; *Reading Materials; *Self Evaluation (Groups); Standards; *Tactile Adaptation; *Visual Impairments

The guide provides accreditation standards for programs which transcribe printed matter into alternate media for blind and visually handicapped persons. Presented in a self study format, the booklet touches upon six aspects of the production of reading materials (sample subtopics in parentheses): planning and organization (administration, copyright permission); personnel (coordinator, supervisors, and instructors); braille transcribing (transcriber training); large type transcribing (transcription assignments, equipment); tape recording (narrators, training, proofreading and correcting); and program evaluation (ongoing evaluation, utilization of findings). Standards emphasize the role of consumers in shaping the services and the importance of adhering to widely accepted procedures for uniformity of format and reliablity of duplicated materials. (CL)

ED215524 EC142184

Burrell, Lewis P.; Talarico, Robert L.

Project Employability: Employability Curriculum.

East Central Ohio Special Education Regional Resource Center, Dover.

Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date Aug 81

Note-715p.; For related documents, see EC 142 180-186.

EDRS Price - MF04/PC29 Plus Postage.

Descriptors-Career Exploration; Curriculum; *Employment Potential; High Schools; *Job Skills; *Mild Mental Retardation; *Moderate Mental Retardation; Skill Development; *Student Educational Objectives; *Vocational Education

Identifiers-Project Employability

The fourth of six products from Project Employability (Ohio) outlines instructional goals and objectives designed to improve employment skills of high functioning trainable and low functioning educable mentally retarded high school students. The employability philosophy incorporates statements regarding career exploration, practice as a means to maximize learning and enhance skill development, and attainment of goals. Goal statements are listed for 21 employability skill areas including self expression, accuracy, dexterity, and stamina. The bulk of the document contains the curriculum addressing 21 employability skill areas and 10 levels of performance within each skill area. The curriculum is organized to provide the program planner with information for individualized education program development and classroom instruction. The curriculum contains an annual goal for each of the 10 levels of performance of each employability skill, two short term instructional objectives for each annual goal, classroom instructional objectives, classroom activities, and employability curriculum resources. (SB)

ED215568 FL012853

Masonheimer, Patricia E.

Alphabet Identification by Spanish Speaking Three to Five Year Olds.

Pub Date [82]
Note-32p.; For related document see ED 202 602.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Error Analysis (Language); Family Environment; Language Processing; Language Research; Learning Activities; *Letters (Alphabet); *Prereading Experience; Preschool Children; *Reading Readiness; *Spanish Speaking; *Verbal Development

A study is presented which investigated ways Spanish speaking preschool children learn to identify letters of the alphabet, the types of errors made in identifying letters, and whether there is a developmental learning sequence in alphabet learning for Spanish speakers. The question of the influence of socioeconomic level on performance was also considered. Sixty-three children from a Spanish language preschool and 64 children from two English language preschools participated in the study. Each child was asked to identify the letter of the alphabet which was printed on a card. Comparison of responses revealed significant differences in the number of correct responses and in the types of errors. Examination of the errors revealed that English speaking children move from making conceptual errors at age 3 to making perceptual discrimination errors between similar letter configurations at age 5. Spanish speaking 5-year olds performed in much the same manner as English speaking 3-year olds. It is suggested that investigation of home environment variables might indicate reasons for the difference in the acquisition of basic cognitive and linguistic skills. (Author/AMH)

ED215153 CE031912

Hull, William L.

The Distribution of ERIC-Accepted Vocational Education R and D Products.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jan 82

Contract No-300-78-0032

Note-60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Delivery Systems; *Educational Research; *Information Centers; *Information Dissemination; Information Networks; *Instructional Materials; Postsecondary Education; Program Effectiveness; Program Improvement; Research Reports; Secondary Education; *Vocational Education

Identifiers-*ERIC

An examination was made of the distribution of Educational Resources Information Center (ERIC)-accepted federally financed products during calendar years 1978, 1979, and 1980. The products came from projects for program improvement in vocational education. All of the distribution data relate to numbers of copies disseminated to audiences at the time the product was released. In addition to distribution, the study addressed questions of the nature of the products, to whom they went, the potential benefits from using the products, and how they were distributed. Some of the results were as follows: (1) the 572 products captured by the study resulted in 320,549 copies being distributed in three years--an average of 560 copies was distributed per product; (2) about 50 percent of the product copies went to elementary and secondary schools, with the rest nearly equally divided between postsecondary schools, universities, and state education agencies; (3) principal users were teachers in local settings, while less than 18 percent of the products were distributed to students; (4) the majority of products in the sample were instructional guides, with research reports the next most common type; however, instructional guides were most often distributed, while research reports were second to last in type of product distributed; (5) vocational education and curriculum/instructional materials were by far the most common subjects of the products; (6) improved planning and accountability was the top-rated perceived benefit to be gained from use of these products, which were usually distributed by mail. (KC)

ED215187 CE032015

Green, Joanne; And Others

Solar Heating Systems: Instructor's Guide.

Georgia Inst. of Tech., Atlanta. Engineering Experiment Station.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date 79
Note-312p.; For related documents see CE 032 016-017.
EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Course Content; Curriculum Guides; Guidelines; *Heating; *Instructional Materials; Learning Modules; Postsecondary Education; Secondary Education; Slides; *Solar Radiation; Teaching Guides; *Teaching Methods; *Technical Education; Vocational Education

This Instructor's Guide for a Solar Heating System Curriculum is designed to accompany the Student Manual and the Progress Checks and Test Manual for the course (see note), in order to facilitate the instruction of classes on solar heating systems. The Instructor's Guide contains a variety of materials used in teaching the courses, including answers for all questions asked on Assignment Sheets, Progress Checks, and Unit Tests; copies of the scripts that accompany all of the non-commercially produced slide shows provided for the program; and instructions for teacher demonstrations. The materials are organized by unit, in order of their use. The guide also contains explanations of teacher observation requirements and the uses of Progress Checks. The four modules of the solar heating system curriculum cover the following topics: (1) understanding solar systems; (2) designing solar systems; (3) installing solar systems; and (4) maintenance of solar systems. Twenty-two units are contained within the four major modules. (KC)

ED215265 CG015998

Johnson, Harold; And Others

[White House Conference on Aging, 1981. Creating an Age Integrated Society: Implications for the Educational Systems. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-2; TCR-2

Pub Date 81

Note-83p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adult Education; Adult Students; Aging (Individuals); *Education; Educational Gerontology; Educational Opportunities; *Government Role; *Lifelong Learning; *Older Adults; *Public Policy; Teachers; Trend Analysis

Identifiers-*White House Conference on Aging

This report by the Technical Committee on Education is designed to help readers understand the effects of education on an aging society and older Americans and the effects of an aging population on educational policies and programs. An introduction and a review of social trends precede the three major sections focusing on: (1) an examination of educational opportunities for older learners and teachers; (2) a discussion of the development and improvement of training programs to prepare personnel to serve the elderly; and (3) a description of educational and public informational programs about aging for all Americans. These sections are followed by a summary of significant issues and a Recommendations section explaining the roles and responsibilities of the federal government, state government, educational institutions, professional and scientific organizations, and organizations in the private sector. The appendix provides tables and charts of the statistical data used in this assessment of education and its relationship to aging. An executive summary of this report is also included which highlights major findings, key issues, and recommendations. (NRB)

ED215284 CG016017

Allan, Carole, Comp.; Brotman, Herman, Comp.

Chartbook on Aging in America [and] Supplement. White House Conference on Aging, 1981.

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date 81

Note-162p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Aging (Individuals); Charts; Citizen Participation; *Demography; *Economics; *Employment Patterns; Family (Sociological Unit); Health; *Older Adults; Resource Materials; Tables (Data); Trend Analysis

Identifiers-*White House Conference on Aging

This chartbook, developed for participants in the 1981 White House Conference on Aging, depicts past, present, and projected developments in demographics, economics, and other areas to explain the size and makeup of the older population and its economic and social roles in society. Each of the 70 charts, classified under seven headings, includes a discussion of the topic. The Overview section provides statistics on such topics as the numerical growth of the older population and racial and ethnic makeup; the employment charts illustrate the composition of the labor force and retirement trends. The third section, Income, provides charts of income trends, poverty rates, and social security. The section on Health gives charts for mortality trends, mental health, and health care costs. Charts in the Family section focus on such topics as the changing family structure, living arrangements, and nursing home residents. The Physical Environment section contains charts for housing, transportation, and crime victimization. The final section, "Continued Social and Economic Involvement in the Community," looks at voting patterns, educational attainment, volunteers, and leisure activities. A supplement to this chartbook is included that contains updates and corrections. (NRB)

ED215305 CS006599

Vosniadou, Stella; Ortony, Andrew

The Emergence of the Literal-Metaphorical-Anomalous Distinction in Young Children.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.
Report No-CSR-TR-228
Pub Date Feb 82
Contract No-400-76-0116
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development; *Cognitive Processes; *Language Acquisition; *Language Processing; Language Skills; *Metaphors; Preschool Education; Reading Comprehension; *Reading Research
Identifiers-Reading Strategies

A study investigated children's ability to distinguish among literal, metaphorical, and anomalous comparisons. The 100 subjects, equal numbers of three-, four-, five-, and six-year-old children and college students, completed similarity statements by choosing one of two words from (1) a metaphorical/literal word pair, (2) a literal/anomalous word pair, and (3) a metaphorical/anomalous word pair. Selections were also made in a categorization task. The results suggested that even the youngest children could distinguish meaningful comparisons from anomalous ones. It appeared that four-year-old and older children were aware that the terms from the metaphorical comparisons, unlike the literal ones, belonged to different conventional categories. These results were interpreted as indicating that as early as four years of age children have some rudimentary metaphorical competence. (Author/RL)

Spinks, C. W.
DREAMS: Reading the Songs of the Self.
Pub Date Mar 82
Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creative Writing; Emotional Experience; Expressive Language; Higher Education; Imagination; Learning Activities; *Poetry; *Self Expression; Teaching Methods; *Writing Instruction
Identifiers-*Dreams; Whitman (Walt)

Dreams can be used to draw students into an authentic expression of their creativity and to give them some validation for what they are as persons. A "dream seminar" in a writing course could have students read and discuss Whitman's "Leaves of Grass"; log, report, and discuss their dreams during the course; and explore other forms of expressive writing. The dreams would serve as a personal and cultural touchstone for the imaginative and the authentic. The public sharing of these private experiences reveals the commonality of those experiences while respecting the authenticity of the individual. There are four functions of the dream seminar: (1) it is a self-governed and self-driven class; (2) it taps creativity directly in two supportive ways, psychological and rhetorical; (3) it yokes together the rhetorical polarity of public versus private writing; and (4) it provides student writing with validation and authenticity. Some possible problems with the dream seminar include avoidence behavior among the students, a tendency on the part of the students to consider the course "silly," and the responsiblity of the teacher to balance the self-growth aspects with academic evaluations. Used properly, a dream seminar can produce a continual laboratory for examination of rhetorical responsibility and personal interaction within the context of creativity and writing that engages in the evaluation of literary culture. (HOD)

ED215412 EA014512

Ware, Martha L.

Reduction in Force: The Legal Aspects.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-10p.; Chapter 12 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-Affirmative Action; Board of Education Policy; Board of Education Role; Compliance (Legal); Contracts; Court Litigation; Elementary Secondary Education; *Legal Problems; Personnel Policy; *Reduction in Force; Retrenchment; Seniority; State Legislation; *Teacher Dismissal; Tenure

Six legal issues surrounding a school district's reduction in force are described in this twelfth chapter in a book on school law. First, the courts generally hold that the school board must prove that a reduction in force (RIF) is inescapable. The second issue revolves around which positions and employees are being eliminated. In deciding such cases, one question to be resolved by the courts is whether a board is attempting to circumvent the fair dismissal statute by abolishing a specific position. Third, courts will examine closely allegations that the real reason for a layoff is constitutionally impermissible, such as the exercise of free speech. Fourth, the issue of seniority is largely determined by statute and contract. Tenured faculty attempting to "bump" other tenured faculty must prove their qualifications for the position. Fifth, in absence of both statute and contract provisions, courts require sufficient notice of RIF. Unfortunately, this causes many boards to issue blanket nonrenewal notices and then rehire almost everyone in the summer. Sixth, and of utmost importance, is the problem of reconciling an affirmative action plan with an RIF policy. It is possible to build in protection in the seniority system for those recently hired or promoted affirmatively. Sample language for affirmative retention and a taxonomy for a reduction-in-force provision are included. (Author/JM)

ED215452 EC142111

Flaherty, Carol

Language Transference by Mentally Retarded Spanish Speakers.

Los Angeles Unified School District, Calif.

Pub Date Sep 80

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education; Interference (Language); *Language Acquisition; *Moderate Mental Retardation; *Spanish Speaking

Identifiers-*Limited English Speaking

In an investigation of language transference vs. language interference, 12 trainable mentally retarded Spanish speakers (5 to 9 years old) were trained to name in English objects previously identified receptively and objects not previously identified receptively in Spanish. Results indicated no significant difference in the number of words learned between the groups. It was concluded that the known Spanish vocabulary did not significantly interfere with the training. (Author/CL)

ED215548 EC142408

Roubinek, Darrell L.; And Others

Public Law 94-142, Another Imperfect Panacea for American Educators.

Pub Date Oct 81

Note-38p.; Print is marginal in parts. Study presented at the Annual Convention of the College Reading Association Convention (25th, Louisville, KY, October 29-31, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes; *Compliance (Legal); *Delivery Systems; Elementary Secondary Education; *Federal Legislation; Mainstreaming; *Mild Disabilities; Student Placement; Surveys; *Teacher Attitudes

Identifiers-*Education for All Handicapped Children Act

The report cites research on educators' knowledge and understanding of P.L. 94-142 (the Education for All Handicapped Children Act), the ability of a typical school staff to implement P.L. 94-142, and elements restrictive to providing the instructional program. Noted among findings were the following: although a student provided with special education services was passing in all subject areas, the amount of time needed to provide a least restrictive, most appropriate education environment was questioned; that a majority of teachers in a survey indicated that educable mentally retarded students did not benefit academically from mainstreaming; that one-third of elementary and secondary teachers from one survey had no knowledge of readability formulas; that school administrators viewed the grading system to be a more restrictive variable than do regular classroom or special teachers; and that high on the list of restrictive variables are family factors, children's views of themselves, large classes, negative peer pressure, inflexible grade level standards, and using the same textbook for all students in a class. Appended are tables with statistical data and a sample "opinionnaire." (SB)

The International Association for the Exchange of Students for Technical Experience. 34th Annual Report 1981.

International Association for the Exchange of Students for Technical Experience/United States, Columbia, Md.

Pub Date 81

Note-97p.; Not available in paper copy due to small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Enrollment Trends; *Foreign Countries; Higher Education; Institutional Characteristics; *International Educational Exchange; *International Organizations; Student Characteristics; *Student Exchange Programs; *Study Abroad; *Technical Education; Technical Institutes; Universities

The 1981 annual report of the International Association for the Exchange of Students for Technical Experience (IAESTE) is presented. IAESTE seeks to provide students at institutions of higher education with technical experience abroad relative to their studies and to promote international understanding among all students. An international report and member country reports are presented. Specific areas of consideration include: the organization of the association, principles of student exchange, administration of the exchange, exchange with nonmember countries, training period and long-term exchanges, sex and nationalities of students participating in 1979-81, field of study, publicity regarding IAESTE in various member countries, and participating industrial organizations and educational institutions. Reports from the following member countries are presented: Argentina, Australia, Austria, Belgium, Brazil, Canada, Colombia, Cyprus, Czechoslovakia, Denmark, Egypt, Finland, France, West Germany, Ghana, Greece, Guyana, Iceland, India, Iraq, Ireland, Israel, Italy, Japan, Jordan, Korea, Lebanon, Libya, Luxembourg, Netherlands, Nigeria, Norway, Philippines, Poland, Portugal, South Africa, Spain, Sudan, Sweden, Switzerland, Syria, Thailand, Tunisia, Turkey, United Kingdom, United States, and Yugoslavia. Appendices include IAESTE statutes and a list of National Secretaries. (SW)

ED215086 CE031427

Connecticut Vocational Agriculture Curriculum.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [80]
Note-375p.; Some pages will not reproduce well due to thin, broken print.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Agricultural Education; *Agricultural Engineering; *Agronomy; *Animal Husbandry; Behavioral Objectives; Career Awareness; Curriculum Guides; Farm Management; Learning Activities; *Natural Resources; Secondary Education; Student Evaluation; Supervised Farm Practice; *Vocational Education
Identifiers-Connecticut; Future Farmers of America

Designed for use in the Connecticut Regional Vocational Agriculture Centers, this curriculum provides exploratory and specialization units for four major areas of agriculture. These are Agriculture Mechanics, Animal Science, Natural Resources, and Plant Science. The exploratory units are required for grades 9 and 10, while the specialization units are intended for election in grades 11 and 12. Two outline charts show the sequence for instruction, suggested time for each unit, and topics covered in each unit for exploratory and specialization units. These units are provided: General Areas--Exploratory (Career Awareness, Future Farmers of America, Planning Experience Programs), Exploratory Agriculture Mechanics, Exploratory Animal Science, Exploratory Natural Resources, Exploratory Plant Science; and General Areas--Specialization (Agricultural Business Management, Career Preparation and Decision Making, Future Farmers of America, Records for Experience Programs), Specialization Agriculture Mechanics, Specialization Animal Science, Specialization Natural Resources, and Specialization Plant Science. Units follow a format including this information: unit title, length, grade level, objectives, content outline, teacher activities, student activities, evaluation, resources, bibliography, and media. (YLB)

Eastman, Arthur M.

The Foreign Mission of the University English Department.

Pub Date Dec 81
Note-12p.; Paper presented at the Annual Meeting of the Modern Language Association of American (96th, New York, NY, December 27-30, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College English; *English Curriculum; *English Departments; *English Instruction; English Teacher Education; Higher Education; Literacy; Reading Instruction; Writing (Composition); *Writing Instruction
Identifiers-National Writing Project; *Writing across the Curriculum

The home mission of the University English department is the teaching of reading and writing, and its foreign mission is the "converting" to a higher literacy of those outside the English department, especially those who teach English in the high schools and other subjects at the college level. Potential high school English teachers' training in writing must be extensive, and should begin with Freshman composition courses, which should be small in size to allow teachers more time to work with students on their writing problems and to conduct research. Sophomore English courses, which often demand little writing, should be revised to go beyond literary texts and convey the importance of writing skills. As for "converting" members of other academic departments to a higher literacy, programs such as the National Writing Project, in which teachers from all educational levels work together to define and resolve problems across the compositional spectrum are proving to be very valuable. Another successful program is the Virginia Polytechnic Institute and State University's faculty writing workshop, which encourages teachers from all campus disciplines to incorporate writing in their assignments. When the university English department completes its home mission properly by engaging fellow departments, it will also accomplish its foreign mission. (HTH)

ED215392

EA014431

Miller, Vic

The Diverse Sources of Federal Financial Support of Schools. School Finance Project. Working Paper.

National Inst. of Education (ED), Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 81
Note-70p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agency Role; Economic Development; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Financial Support; Geographic Regions; Government School Relationship; *Public Agencies; *School Support; Tables (Data)

Federal programs outside the Department of Education (ED) provide significant financial support to elementary and secondary education, according to this paper. The authors give capsule descriptions of over two dozen such non-ED programs, compare changes in non-ED funding with shifts in ED aid, evaluate the impact of non-ED aid on different regions of the country, and briefly note the implications of projected cuts in federal programs. Among the sources of non-ED aid are Comprehensive Employment and Training Act (CETA) programs, Head Start, general revenue sharing, local public works assistance, Appalachian regional development programs, the Farmers Home Administration, revenues from use of federal lands, federally-operated schools for the Defense Department and the Bureau of Indian Affairs, the Job Corps, veterans benefits, social security, federal research activity in education, agricultural extension programs, prisons, and deductions from federal taxes. The authors chart the changes in non-ED aid from 1974 to 1982, in constant and current dollars, and note that the Plains and Great Lakes states receive less per-capita assistance than other regions from both ED and non-ED sources. (RW)

ED215569 FL012863

Fischer, Kathleen B.; Caldwell, J.

Establishing Criteria for Transition of ESL Students to Monolingual English Classrooms.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date Aug 78
Grant-OB-NIE-G-78-0213
Note-46p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education; Dominicans; *English (Second Language); Grade 3; Grade 4; Intermediate Grades; *Language Proficiency; *Language Tests; Listening Comprehension; Mexican Americans; Mexicans; Primary Education; Puerto Ricans; Reading Comprehension; Reading Instruction; Regression (Statistics); Spanish; Syntax; Teacher Attitudes; Test Reliability; Test Validity; *Transitional Programs; Vocabulary Skills

This study explores several research questions. Of primary concern was the identification of variables that might be employed to predict the potential of students to succeed in monolingual English classrooms following transition from bilingual programs. Although consideration was given to various background and demographic factors, the principal focus of the research was on language proficiency variables--specifically reading comprehension, verbal production, and aural comprehension in English and the native language, Spanish. Of secondary and collateral concern was the validity and reliability of available instruments that might be used to measure these various language proficiencies. Two batteries of tests were constructed and refined. The appendix provides a list of the objectives or skills that were specified for construction of the batteries. A third concern was the comparability of results between different Hispanic language groups--students of predominantly native Mexican and Mexican American origin in the Los Angeles area and students of predominantly Puerto Rican and Dominican origin from the East Coast of the U.S. Analysis explores the relationship between language proficiency and classroom performance prior to and following transition for the current year's third-grade students enrolled in transitional bilingual programs, and the students who had been enrolled in third grade transitional bilingual programs the previous year. (Author/JK)

ED215622

HE014979

Duryea, E. D., Ed.

History of Higher Education Annual, 1981.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Pub Date 81

Note-155p.

Available from-Faculty of Educational Studies, Department of Higher Education, 479 Baldy Hall, State University, Buffalo, NY 14260 ($5.00).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Biblical Literature; Catholics; Church Related Colleges; Church Role; College Curriculum; *Colonial History (United States); *Educational History; Employed Women; Enrollment Trends; Feminism; Foreign Countries; *Governance; Government Role; Government School Relationship; Hebrew; *Higher Education; Jews; Nationalism; *Political Influences; Private Colleges; Proprietary Schools; Scholarship; State Universities; Summer Schools

Identifiers-Booker Washington Institute of Liberia; Bryn Mawr College PA; Hilprecht (Herman); Italy; Mussolini (Benito)

The 1981 issue of the "History of Higher Education Annual," which is the first issue, is presented. The first of six articles, "A Message to Lushtamar: The Hilprecht Controversy and Semitic Scholarship in America," by Paul Ritterband and Harold Wechsler describes the impact of disagreement among scholars on the development of semitic scholarship. In "Church, State, and Higher Education: College Government in the American Colonies and States before 1820," Jurgen Herbst surveys the development of American college government prior to 1820 and considers the types of institutions that developed: state universities, private colleges sponsored by religious groups, private colleges sponsored by other private groups, and the degree-granting proprietary professional school. In "Education in Conflict: The Booker Washington Institute of Liberia," Donald Spivey examines the controversy surrounding this Institute in Liberia in the years following its founding in 1929; David B. Potts, in "Curriculum and Enrollments: Some Thoughts on Assessing the Popularity of Antebellum Colleges," uses enrollment data to reassess the popularity of colleges in antebellum America. In "The Bryn Mawr Workers' Summer School, 1921, 1933: A Surprising Alliance," Rita R. Heller comments on the early twentieth century Bryn Mawr Summer School for Women Workers from a feminist perspective. Finally, in "The University Under Mussolini: The Fascist-Catholic Struggle for Italian Youth, 1922-1943," Richard J. Wolff describes the struggle between Fascists and Catholics under Mussolini for the allegiance of Italian college students. (SW)

ED215105 CE031730

Omvig, Clayton P.; Tulloch, Charlotte

Organization and Operation of Kentucky's Vocational Education Learning Centers. Final Report.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 81

Note-55p.; For a related document see CE 031 731.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiovisual Instruction; Educational Objectives; Educational Philosophy; Educational Practices; Guides; *Individualized Instruction; Job Training; *Learning Laboratories; Material Development; Models; Postsecondary Education; Program Descriptions; *Program Development; *Program Effectiveness; Program Implementation; Secondary Education; *State Programs; Student Evaluation; Tutoring; Two Year Colleges; *Vocational Education; Workshops

Identifiers-*Kentucky

A project was undertaken to develop a model for organizing and operating learning centers in secondary and postsecondary vocational schools as well as in community colleges in Kentucky. During the first year of the project models were developed for learning centers at both instructional levels. Stressed in each model was the use of key elements of individualized instruction, including diagnosis, prescription, instruction, and evaluation. The instructional phase of the secondary/postsecondary vocational learning center model included specific developmental programs for the prevocation student and for full-time vocational students as well as a developmental program available to members of the community on a walk-in basis. Among those instructional options available at the community college learning centers were guided individualized independent study, development courses, adjunct courses, learning strategy workshops, and peer and faculty tutoring. Second year project activities included production of a learning center handbook, assessment of students participating in the program, and study of allocation of time at the various centers. While the centers were originally found not to be operating in a manner totally consistent with the program models, the discrepencies in operation were identified and addressed. (The related learning center handbook is available separately--see note.) (MN)

ED215207 CE032110

Federico, Pat-Anthony

Changes in the Cognitive Components of Achievement as Students Progress Through Sequential Instruction.

Pub Date 82
Note-53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Ability; Achievement; Aptitude; *Cognitive Measurement; *Cognitive Processes; *Cognitive Style; Cognitive Tests; *Computer Managed Instruction; *Electricity; *Electronics; Learning Processes; Mastery Learning; Military Training; Postsecondary Education; Programed Instruction; Teaching Methods

Ascertaining changes in cognitive correlates of learning as students advanced through hierarchical instruction, 24 individual difference measures were obtained from 166 Navy trainees who had completed a computer-managed mastery course in electricity and electronics. Three types of cognitive characteristic measures were used in the study--tests of cognitive styles, abilities, and aptitudes. The instructional treatment consisted of the first 11 modules of the Basic Electricity/Electronics School curriculum. This involved computer managed instruction (CMI) to implement the mastery learning of the subject matter of the modules. The students self-studied and self-paced themselves through lesson modules off-line. From the tests of cognitive characteristics, principal component analysis and varimax rotation were computed, producing factor scores which were used in multiple regression analyses to predict achievement in the 11 modules of instruction. Results indicated that considerable changes occurred in the cognitive predictors of achievement as students progressed through the modules. During the acquisition of course content, the cognitive components sampled shifted noticeably in importance throughout the curriculum. These results seemed to imply that it is not only the content of instruction which matters, but also the task demanded of the students as they progress through the course that determine the nature of the relationship of cognitive style to achievement. The results have implications for research on transition from novice to expert,

crystallized and fluid intelligence, task demands of instruction, and computer-managed mastery learning. (Author/KC)

ED215225 CE032214

Good, James D.; DeVore, Mary Ann

Expanding Options. A Model to Attract Secondary Students into Nontraditional Vocational Programs. For Emphasis in: Building Trades, Electronics, Health Services, Machine Shop, Welding.

Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
Pub Date 81
Note-158p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Affirmative Action; Allied Health Occupations; *Attitude Change; Building Trades; *Change Strategies; Electrical Occupations; Electronics; Employment Opportunities; Equal Education; Equal Opportunities (Jobs); Females; Machine Tool Operators; Machinists; Males; *Nontraditional Occupations; Parent Attitudes; Secondary Education; *Sex Fairness; Sex Stereotypes; Skilled Occupations; *Student Attitudes; *Student Recruitment; Vocational Education; Welding
Identifiers-Missouri

This model has been designed for use by Missouri secondary schools in attracting females and males into nontraditional occupational programs. The research-based strategies are intended for implementation in the following areas: attracting females into building trades, electronics, machine shop, and welding; and males into secondary health services. The model is organized in nine sections. The introductory section contains reasons for recruiting nontraditional workers, a summary of legislation pertinent to equal opportunity, and instructions for using the materials. In section 2, background information and research findings relating to influencing enrollment of nontraditional students are provided, setting the stage for the strategies for increasing nontraditional enrollments, evolved from research, which follow in section 3. Sections 4-7 contain transparency masters; activities for action/discussion use in classrooms; student activities, inservice training, and parent meetings; activity sheets to be used with the activities; and a list of audiovisual and printed resource materials. The final two sections of the manual--action planning and evaluation--provide instructions to aid the teacher in assessing the group's position, selecting strategies, and implementing activities necessary to carry out each strategy; plus six evaluation sheets (both process and product oriented.) (KC)

ED215327 CS006626

Duchastel, Philippe C.

Toward the Ideal Study Guide: An Exploration of the Functions and Components of Study Guides.

Pub Date 80

Note-50p.; Discussion paper prepared for the Document Design Project.

EDRS Price MF01/PC02 Plus Postage.

Descriptors-*Assignments; Content Area Reading; Higher Education; Independent Study; Organization; Secondary Education; *Study Guides; *Study Skills

The orientation of this paper is toward conceptualizing the ideal study guide. Preliminary sections discuss the general functions of a study guide--to map out a course, breaking it down into assignments of manageable size, and to direct and assist the student in learning the content of each assignment. The general role of an assignment also is discussed by addressing the four functions of orientation, task direction, learning assistance, and self-assessment. The bulk of the paper contains descriptions, analyses, and examples of the components of an ideal study guide assignment, including (1) purpose, significance, and goals; (2) text references; (3) outline of subject matter; (4) questions on subject matter; (5) key words and phrases; (6) application problem; and (7) assignment test. (RL)

Enos, Thomas A.; Hartman, Bruce W.

Locus of Control and School Adjustment Following the Loss of a Parent.

National Middle School Association, Fairborn, Ohio.

Pub Date 81

Note-7p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-553.

Available from-Not available separately; see EA 014 544.

Document Not Available from EDRS.

Descriptors-Adjustment (to Environment); *Behavior Problems; *Death; *Divorce; Emotional Problems; Family Problems; Intermediate Grades; Junior High Schools; *Locus of Control; Middle Schools; *Parents; Parent Student Relationship; Predictive Measurement; Statistical Analysis; Stress Variables; *Student School Relationship

Identifiers-*Life Events

This study investigates whether students experiencing difficulty adapting to parental loss also feel they have little or no control over life events; whether an inability to adapt to the stress of parental loss surfaces as a school adjustment problem; and whether these relationships are stronger for students losing a parent through death than through divorce. Subjects for the experiment were 840 middle school students in a suburban New Jersey community. Selected from this group were 18 students with histories of parental death, 18 students having experienced parental separation or divorce, and a control group of 18 students who had experienced no loss. Instruments used included a demographic questionnaire and the Nowicki-Strickland Locus of Control Scale, both completed by the students, and the Classroom Adjustment Scale, completed by teachers. A measure of association, lambda, was calculated for three contingency tables representing each group. The author states that, although the lambdas were rather small, knowing a student's locus of control enhanced the ability to classify the student as having a school adjustment problem or not. Accuracy increased as the stress associated with the loss of a parent increased. (Author/MLF)

ED215453 EC142112

Cohen, Libby

Staff Development in Rural Areas.

Pub Date 81

Note-8p.; Paper presented at the Severely and Profoundly Handicapped Conference (1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Staff Development; *State Programs

Identifiers-Comprehensive System of Personnel Development; Education for All Handicapped Children Act; *Maine

Special education staff development activities in Maine are listed, and ways to serve Maine's rural areas are described. Long range goals in Maine's Comprehensive System of Personnel Development (as required by P.L. 94-142, the Education for All Handicapped Children Act) are listed for collaboration, needs assessment, resource/data collection, pesonnel training/staff development, and evaluation/documentation. Appended are brief descriptions of major training activities during 1980-81. (CL)

ED215477 EC142136

Fleischner, Jeannette, Ed.

Focus on Research in Learning Disabilities: Reports from the Research Institutes.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 80

Note-29p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Tests; Cognitive Processes; Decision Making; Elementary Secondary Education; Exceptional Child Research; Followup Studies; *Learning Disabilities; *Learning Processes; Low Achievement; Psychoeducational Methods; Reading Comprehension; Reading Difficulties; Reading Tests; Research Projects; Spelling; *Student Evaluation; *Teaching Methods; Writing Evaluation

Eight articles report on findings of the five Research Institutes in Learning Disabilities. T. Bryan reports on "The Chicago Institute for Learning Disabilities" with findings concerning children's conversational skills, how children account for success and failure, children's ingratiation tactics, children who forget quickly, and children's reading problems. "Research at the University of Virginia Learning Disabilities Research Institute" by D. Hallahan and R. Kneedler is a report of laboratory, intervention, and ecological research with findings such as the effectiveness of self instruction and self monitoring in increasing ontask behavior and academic productivity of learning disabled children. The remaining articles have the following titles and authors: "Psychoeducational Decision-Making Practices in a Simulated Assessment Session" (J. Ysseldyke, et al.); "The Role of Cognitive Strategies in Certain Reading Comprehension Disabilities" (W. MacGinitie, et al.); "The Impact of Learning Disabilities on Post-School Adjustment" (W. White, et al.); "Relationships among Simple Measures of Reading, Spelling and Written Expression and Performance on Standardized Achievement Tests" (P. Mirkin, S. Deno); "Profile of the Learning Disabled Adolescent--A Mirror Image of Other Low Achievers" (F. Clark, et al.); and "Modifying Instruction to Minimize the Effects of Learning Disabilities" (N. Bryant). (DB)

ED215499 EC142158

Luick, Anthony H.

The Potential Utility and Technical Feasibility of a Computer-Based Tracking System for Birth through Five Year Old Children with Handicaps in Illinois.

Pub Date [80]

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agency Cooperation; Confidentiality; *Coordination; *Data Collection; *Disabilities; Infants; Information Storage; *Recordkeeping; Student Records; Young Children

Identifiers-Illinois

A plan for a long term tracking system for handicapped children (birth to 5 years old) in Illinois is considered. The plan, based on agreements among five state agencies, could be used in a variety of ways, including for direct client care, statistical recordkeeping, and service evaluation. Advantages of an interactive system are identified, and the important elements of interagency agreements on such topics as data storage and processing are emphasized. Equipment needs and personnel requirements are considered, along with security measures to safeguard confidentiality. (CL)

ED215525 EC142185

Burrell, Lewis P.; Talarico, Robert L.

Project Employability: Home/School/Work Handbook.

East Central Ohio Special Education Regional Resource Center, Dover.

Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date Aug 81

Note-96p.; For related documents, see EC 142 180-186.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role; Civil Liberties; Education Work Relationship; Employment Opportunities; *Employment Potential; High Schools; *Job Skills; Legislation; *Mild Mental Retardation; *Moderate Mental Retardation; Parent Role; Program Descriptions; Program Development; Resources; Role Perception; Teacher Role; *Vocational Education

Identifiers-*Project Employability

The handbook, fifth in a series from Project Employability (Ohio), provides an information source for helping educable and trainable mentally retarded high school students bridge the gap between school and the world of work. Chapter 1 reviews Project Employability in terms of background, goals and objectives, program products, program development, and effectiveness. Chapter 2 addresses job opportunities, while Chapter 3 discusses effective occupational education programs and provides direction to parents of young children. Chapter 4 offers support resources for the handicapped. The fifth chapter looks at job maintenance. Legal rights and requirements are the topic of Chapter 6. A final chapter considers the role and function of parents, the work-study coordinator, teacher, supervisor, and employer. Chapters 2 through 6 contain self help pre- and posttests as well as illustrative vignettes. (SB)

ED215590 HE014505

The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities as Approved by the U.S. Department of Education.

South Carolina Commission on Higher Education, Columbia.
Pub Date Jul 81
Note-374p.
Available from-South Carolina Commission on Higher Education, Rutledge Building, 1429 Senate Street, Columbia, SC 29201.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Access to Education; Administrators; Articulation (Education); Black Colleges; Blacks; *Black Students; Black Teachers; *College Desegregation; College Faculty; College Governing Councils; College Role; *Desegregation Plans; Enrollment Trends; *Equal Education; Higher Education; Long Range Planning; State Colleges; *Statewide Planning; Trustees; Two Year Colleges
Identifiers-*Institutional Mission; Office for Civil Rights; *South Carolina

The South Carolina Plan for further desegregating its public colleges and universities, as approved by the U.S. Department of Education, is presented. In addition, South Carolina's response to the Office of Civil Rights on the South Carolina Plan is included. The following areas are addressed: the state's position as to the equity and equal opportunity in the state institutions and its commitment to accomplish certain goals in the next five years; missions of public colleges and universities; representation of blacks on boards of trustees of public senior colleges and universities; commitment of the state to specific measures relative to minority student enrollment; expanding mobility between two-year and four-year institutions; recruitment and retention measures; measures to increase the pool of black potential college students; increase in minority faculty and administrators in public senior colleges and universities; University of South Carolina institutional goals; increase in minority faculty and administrations in the technical and comprehensive education system; services areas, missions, and duplication of programs among Clemson University, University of South Carolina-Aiken, University of South Carolina-Columbia, and South Carolina State College; duplication of degree programs between South Carolina State College and traditionally white institutions; equitable allocation of resources at South Carolina State College and Denmark Technical College; the state's commitment to enhancing traditionally black institutions; and statewide and institutional monitoring of progress of the plan. Extensive appendices of correspondence and proposals are included. (SW)

ED215121 CE031809

Wheeler, Jeanette D.

Priorities in Vocational Education. Vocational Education Curriculum Specialist, Module 5.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-44p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Vocational Education; Behavioral Objectives; Competency Based Teacher Education; Cooperative Education; *Curriculum Development; Disabilities; Disadvantaged; *Economic Factors; Educational Administration; Higher Education; *Individual Needs; Instructional Materials; Labor Needs; Learning Activities; Learning Modules; Mainstreaming; Nontraditional Education; Nontraditional Students; Older Adults; Postsecondary Education; Program Administration; Program Development; Secondary Education; Simulation; Social Influences; Tests; *Vocational Education; *Work Experience; Work Experience Programs

Identifiers-Curriculum Management; *Priorities; Special Needs Students; *Vocational Education Curriculum Specialists

One of five modules in the foundation series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section analyzes how changes in the economy and labor market affect vocational education and why accurate predictions of labor market needs are difficult to obtain. In section 2 rationales and methods are assessed for providing job experiences to supplement classroom instruction. The third section focuses on vocational education for special student populations. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include material on getting information from the Bureau of Labor Statistics, suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215136 CE031848

Vocational and Technical Teacher Preparation in Asia and the Pacific. Report of Two Regional Workshops (Bangkok, Thailand, March 6-28, 1981 and January 28-February 19, 1982).

National Inst. for Educational Research, Tokyo (Japan).
Pub Date Mar 82
Note-142p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Cooperative Planning; Curriculum Development; Developing Nations; Inservice Education; Postsecondary Education; Preservice Teacher Education; *Program Improvement; Secondary Education; *Teacher Education; Teacher Education Curriculum; *Technical Education; *Vocational Education
Identifiers-*Asia; Australia; *Pacific Region

Two workshops on the preparation of teachers for vocational and technical education in Asia and the Pacific were held in 1981 and 1982 in Bangkok, Thailand. During the two meetings, the following activities were carried out: (1) problems faced by the developing countries in preparing teachers, instructors, and teacher educators for vocational and technical education were identified; (2) feasible solutions to these problems, taking into account the growth points and gaps in respect of structures, strategies and methodologies adapted for training, retraining, and upgrading of vocational and technical teachers were explored; (3) the existing curriculum/course content for preservice and inservice/continuing programs for vocational and technical education in secondary and postsecondary schools in Asia and the Pacific was reviewed; (4) guidelines for preservice and inservice/continuing programs in preparing and upgrading vocational and technical teachers, for use in training institutions and workshops and as guides for supervisors or teacher trainers were developed; and (5) recommendations for regional cooperation in vocational education and in teacher preparation programs were made. (Summaries of reports given by delegates from 16 Asian and Pacific countries are included in the conference proceedings.) (KC)

ED215170 CE031929

Schwartz, Carol

Equity for the Disadvantaged from a School Board Member's Perspective. Research and Development Series No. 214N.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-25p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214N, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education; Disadvantaged; *Economically Disadvantaged; Educational Legislation; *Educationally Disadvantaged; *Equal Education; Federal Legislation; Job Placement; Postsecondary Education; *School Business Relationship; Secondary Education; Student Employment; *Vocational Education; *Work Experience Programs

Identifiers-Vocational Education Act 1963

Equity in vocational education requires the provision to disadvantaged youth of such additional elements in the educational process that will enable them to take advantage of the process and join the mainstream of America's economic life. Barriers to equity for the educationally and socioeconomically disadvantaged students include too many expectations of public schools to the detriment of academic and vocational education, lack of basic skills, lack of socialization skills, lack of motivation for work, lack of adequate numbers of vocational program instructors, need for up-to-date equipment, and the current minimum wage. Possible solutions are local business and labor advisory group input into program planning, business tax credit for wages to trainees, employment opportunities for students and job placement, summer work programs, and funding for vocational research that is limited to areas demonstrating a direct benefit to students served by the local area program. The most effective operating program design addressing both the educational and employment needs of disadvantaged youth is encompassed in the Federal Vocational Education Act of 1963. (Recommendations are made for vocational education programs, the future of educational research, and changes in federal legislation.) (YLB)

ED215188 CE032016

Green, Joanne; And Others

Solar Heating Systems: Progress Checks & Tests Manual.

Georgia Inst. of Tech., Atlanta. Engineering Experiment Station.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date 79

Note-122p.; For related documents see CE 032 015-017.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Course Content; Curriculum Guides; *Heating; Learning Modules; Postsecondary Education; *Programed Instructional Materials; Secondary Education; *Solar Radiation; *Technical Education; *Test Items; Vocational Education

This manual contains Progress Checks and Tests for use in a Solar Heating Systems curriculum (see note). It contains master copies of all Progress Checks and Unit Tests accompanying the curriculum, organized by unit. (The master copies are to be duplicated by each school so that adequate copies are available for student use in a self-paced student program.) Types of materials included are written tests, quizzes, and teacher observation sheets. The materials are keyed to the 22 units (tasks) of the curriculum, organized in four major learning modules. The four major topics covered in the curriculum are (1) understanding solar systems; (2) designing solar systems; (3) installing solar systems; and (4) maintenance of solar systems. (KC)

ED215245 CG015848

Hohenshil, Thomas H., Ed.; Anderson, Wm. Tucker, Ed.

Roles in Programs for Handicapped Students. School Psychological Services in Secondary Vocational Education. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 18-19, 1981).

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency-National Association of School Psychologists, Washington, DC.

Pub Date May 81

Note-119p.; Pages 105-111 are of marginal reproducibility due to small print size.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Career Guidance; Career Planning; *Counselor Role; Delivery Systems; *Disabilities; Individualized Education Programs; *Psychological Services; School Counseling; *School Psychologists; Secondary Education; Secondary School Students; Special Education; *Vocational Education

These conference proceedings deal with the role school psychologists can play in the design and delivery of vocational education programs for handicapped persons. The papers describe the general state of the art for vocational education programs as well as specific programs such as career planning, programs funded by CETA (Comprehensive Employment and Training Act), individual educational plans developed by parents and teachers, and vocational assessment procedures. School psychologists are urged to develop specific competencies in career development, vocational education programming, assessment strategies, and counseling techniques for the handicapped. New university training programs are suggested in the field of vocational school psychology. The need for appropriate Individualized Education Programs (IEPs) and parent participation is also emphasized. Additionally, a conference summary is provided along with two appendices containing the conference program and a bibliography on vocational school psychology. (JAC)

ED215266 CG015999

Farber, Seymour M.; And Others

(White House Conference on Aging, 1981. Health Maintenance and Health Promotion. Report and Executive Summary of the Technical Committee.)

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-3; TCR-3

Pub Date 81

Note-112p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Aging (Individuals); *Diseases; Drug Use; *Health Needs; *Medical Services; Mental Health; Nutrition; *Older Adults; Physical Health; *Prevention; *Public Policy; Social Environment

Identifiers-*White House Conference on Aging

The introduction to this Technical Committee Report reviews the health status of the older population and examines major disease entities where health maintenance and promotion can play a role. Part One, "Health Maintenance and Health Promotion Services," discusses the physical and social environments, indicators of change in physical and mental health in late life, rehabilitation, mental health, dental health, needed linkages in health maintenance and promotion services, and reimbursement for preventive/health maintenance and promotion costs for the elderly. Part Two, "Behavioral Issues in Health Maintenance and Health Promotion," examines the role of nutrition, stress, alcohol- and drug-related problems of the elderly, self-care and mutual help, older Americans as resources in health maintenance, and health education. Part Three, "Special Issues in Health Maintenance and Health Promotion," focuses on special elderly populations (rural, minorities, and women) and discusses research on health maintenance and promotion. Key findings and recommendations are presented in the accompanying executive summary of this report. (NRB)

ED215606 HE014909

Reinhard, Raymond M.

An Analysis of the California State University and Colleges Early Retirement Incentive Program: A Report Pursuant to Chapter 656 of the Statutes of 1979.

California State Legislative Analyst's Office, Sacramento.
Pub Date Aug 81
Note-124p.
Available from-State of California, Legislative Analyst's Office, 925 L Street, Suite 650, Sacramento, CA 95814.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Age; *College Faculty; Compensation (Remuneration); Employee Attitudes; Higher Education; *Incentives; Models; Multicampus Colleges; Participant Characteristics; Program Costs; *Retirement Benefits; Rewards; *School Personnel; State Universities; Teacher Attitudes; Teacher Characteristics; *Teacher Retirement
Identifiers-*California State University and Colleges; *Early Retirement; Early Retirement Incentive Program (California)

The California State University and Colleges' (CSUC) Early Retirement Incentive (ERI) Program is described, and information is presented of those who retire during a three-month period with an incentive bonus of two additional years of (unearned) retirement service credit. During the eligibility period 1,047 CSUC employees retired, and it appears that from 865 to 925 of these retirements would not have occurred in the absence of the ERI program. Of the 1,047 employees who retired under the ERI program, faculty members constituted the single largest occupational group, with 416 retirees. The 169 secretarial employee retirees were the next largest group, followed by service employees and technical employees. While white males represented 49.1 percent of all full-time CSUC employees in 1979, they comprised 59.9 percent of the ERI program participants. Most of those who retired under the ERI program indicated that the two years' additional service credit bonus was significant factor in their decisions to retire. A statistical model of retirement behavior identified four factors as the primary determinants of retirement on 1978-79 and 1979-80: age, final compensation, the value of the retirement annuity, and whether the ERI program was in effect. The total cost of funding the two years' additional service credit bonuses was $11.1 million, with $6.6 million attributable to faculty and $4.5 million to nonfaculty retirements. Questionnaires are appended. (SW)

ED215154 CE031913

Campbell, Robert E.; And Others

A Status Report of Follow-Through Services for Disadvantaged Vocational Students.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Mar 81

Contract No-300-78-0032

Note-26p.; For a related document see CE 031 914.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Vocational Education; Career Counseling; Career Planning; Disadvantaged; Educational Research; *Employment Programs; *Employment Services; Federal Legislation; Federal Programs; *Job Placement; Job Search Methods; *Job Training; Postsecondary Education; *Referral; Secondary Education; Vocational Education

Identifiers-*Comprehensive Employment and Training Act; *Follow Through Services

An investigation focused on determining whether additional services should be provided to Comprehensive Employment and Training Act (CETA) program terminees to help them find and retain employment. It was illustrated that follow-through services were needed to help the significant number of CETA terminees who do not become employed after their departure from the program. By means of consultation with national experts and a wide range of CETA personnel, and a literature review, it was determined that follow-through services were extremely rare, and, where they did exist, delivery was unsystematic and limited. CETA staff attributed their absence to insufficient federal and state leadership, absence of specific funding, and lack of acknowledgement of programs providing such services. They supported the concept almost unanimously. Arguments for follow-through services included job placement assistance, further education and training for career development, strengthening of self-esteem, and reversal of long-term employability problems. Advantages for programs were protection of training investment, fewer program repeaters, feedback for program improvement, and improved program image and credibility. Arguments against services included lack of central administrative impetus, fostering of client dependency, and implication of program failure. (Twelve recommendations for promoting and improving delivery of follow-through services are made.) (YLB)

ED215285 CG016018

Turock, Betty J.

Public Library Services for Aging in the Eighties. A 1981 White House Conference on the Aging Background Paper.

White House Conference on Aging, Washington, D.C.

Spons Agency-Office of Libraries and Learning Technologies (ED), Washington, DC.

Pub Date Sep 81

Note-96p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 990-CG 016 022.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adult Education; Aging (Individuals); Delivery Systems; Individual Needs; *Information Services; *Libraries; Library Administration; Library Services; Models; *Need Gratification; *Older Adults; *Outreach Programs; Program Descriptions; Reference Services

Identifiers-*White House Conference on Aging

This report provides an overview of library and information services for older adults today. New programs are described which have been developed to serve older adults and to respond to their needs. The training of librarians to provide such services is also discussed. The first section of this report focuses on access and includes discussions on the public library's response to the psychological and social needs of older adults, materials and facilities, and interagency cooperation and coordinated service delivery. Issues such as role loss, agism, segregation, ethnic needs, special services to the impaired, and alternative delivery systems are addressed. The next section on education concerns older adult learning, lifelong learning, and information education for service providers as well as a description of a public library model project which concentrates on information provision and education to increase information literacy. The third section discusses information, including information on demand, career and employment information, information and referral services, and information through programming. The final section on management and training to provide public library services for the aging addresses administrative issues in service provision and education for library and information professionals; the future of the public library system is also considered. (NRB)

ED215306 CS006600

McConkie, George W.

Eye Movements and Perception during Reading.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, Md.

Report No-CSR-TR-229

Pub Date Feb 82

Contract No-400-76-0116

Grant-MH-32884

Note-86p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cognitive Processes; *Eye Fixations; *Eye Movements; Higher Education; Literature Reviews; *Reading Processes; *Reading Research; Research Problems; Tachistoscopes; *Visual Perception

The research reviewed in this paper concerns the visual perceptual processes occurring as people are engaged in the act of reading. The issues that are examined include the control of eye movements,

perception during a fixation, and perception across successive fixations. Consideration also is given to problems related to obtaining information about higher mental processes from eye movement data. (Author/RL)

ED215328 CS006639

Pikulski, John J., Ed.; Shanahan, Timothy, Ed.
Approaches to the Informal Evaluation of Reading.
International Reading Association, Newark, Del.
Report No-ISBN-0-87207-528-1
Pub Date 82
Note-125p.
Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 528, $4.00 member, $6.00 non-member).
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Classroom Observation Techniques; Cloze Procedure; Content Area Reading; Elementary Secondary Education; *Evaluation Methods; Informal Assessment; *Informal Reading Inventories; Oral Reading; Reading Comprehension; *Reading Diagnosis; *Reading Instruction; Test Reliability; Test Validity; Word Recognition; Writing Skills

The eight articles in this compilation provide various approaches and techniques for use by classroom teachers in the informal evaluation of student reading performance. The first article outlines the many purposes for which informal measures may be used and briefly describes the various forms such measures may take, while the second focuses on teacher observation and addresses the testing concepts of reliability and validity. The third article discusses the manner in which oral reading should be evaluated and how measures of oral reading should be interpreted, and the fourth offers suggestions for evaluating decoding as well as comprehension skills. The fifth article reviews the many forms that cloze techniques can take, illustrates the breadth of informal evaluation procedures, and offers instructions for the construction and interpretation of cloze tests. The sixth article provides suggestions as to how content area teachers can use informal procedures with their students, and the seventh illustrates the interrelationships of the language skills by noting that if teachers begin to analyze the writing students produce they will gain many insights into the general language skills their students possess. The final paper reviews research indicating the values and limitations of informal reading inventories. (FL)

ED215350 CS206834

Smith, Theodore R., Ed.

Handbook for Planning an Effective Writing Program: Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.

Pub Date 82

Note-72p.

Available from-Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 ($2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Check Lists; Classroom Techniques; Elementary Secondary Education; Faculty Development; Guidelines; *Program Content; *Program Development; Program Implementation; *Teaching Methods; *Writing Instruction; Writing Processes

Intended as a source of motivation and guidance for those who wish to examine and perhaps change a school's writing program, this handbook addresses both the content and the teaching methodology of a writing program. Sections of the handbook provide (1) background information on the teaching of writing, (2) a discussion of the writing process through its many stages, (3) advice on implementing a school-wide writing program, (4) the important elements to consider when establishing a staff development program for the teaching of writing, and (5) a checklist for assessing a school's writing program. The discussion of each writing component includes a narrative and suggested activities, which are adaptable to various grade levels. A list of selected references appears at the end of the handbook, and suggestions for further reading appear throughout the document. (RL)

ED215371 CS206888

Autrey, Ken

Visual Aspects of Written Composition.

Pub Date Mar 82
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cerebral Dominance; Higher Education; Teaching Methods; *Visual Aids; *Visual Stimuli; *Writing (Composition); *Writing Instruction; Writing Processes
Identifiers-*Invention (Rhetorical)

While attempting to refine and redefine the composing process, rhetoric teachers have overlooked research showing how the brain's visual and verbal components interrelate. Recognition of the brain's visual potential can mean more than the use of media with the written word--it also has implications for the writing process itself. For example, outlining is a linear, left-hemispheric, and limiting activity that may not allow a student the kind of inventive richness of right hemispheric activities such as flow charts, arrows, boxes, parentheses, Venn diagrams, and story boards. Unfortunately, many students come to class visually inhibited. One step toward teaching students the value of visuals is to present them regularly with information in a two-dimensional form. Summarizing the data in a numerical table can be a useful exercise in abstracting information and can reveal one virtue of illustrations. Teachers should also take advantage of the similarities between the process of writing and the processes of drawing or painting. A full recognition of the brain's dual capacities not only could lead to an expanded view of composition as a visual and verbal skill but also could help to explain phenomena already recognized, such as invention and style being more right hemispheric, while arrangement may draw more on the orderly, logical left hemisphere. (HOD)

ED215393 EA014434

Principal Selection. The Best of ERIC on Educational Management. Number 66.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Apr 82
Contract No-400-78-0007
Note-6p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Characteristics; Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; Employment Interviews; Job Applicants; Networks; *Principals; Simulation

Identifiers-Assessment Centers

Annotations of 12 articles and a research report discuss procedures for selecting principals and other school administrators and examine the hiring process from the viewpoints of both the candidates and those doing the hiring. Three articles describe model selection processes and note the problems involved in job interviews, letters of recommendation, and impulsive hiring decisions. Two articles and a special journal issue report on assessment centers, including that of the National Association of Secondary School Principals, and look at the simulation techniques used in the centers. Principal selection from the candidate's viewpoint is presented in three further articles, one narrating a day of interviewing for a fictitious applicant and the others raising questions about "hidden agendas" and "old boy networks" in the hiring process. One article describes how a British Columbia (Canada) school system develops administrators from within the district, and an article and the research report review the factors and characteristics of candidates emphasized by administrators in selecting principals. (RW)

ED215413 EA014513

Gregory, Gwendolyn H.

Title IX: To Whom and To What Does It Apply?

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 82
Note-16p.; Chapter 13 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.
Available from-Not available separately; see EA 014 500.
Document Not Available from EDRS.
Descriptors-*Athletics; Court Litigation; Elementary Secondary Education; *Equal Opportunities (Jobs); Federal Legislation; *Sex Fairness; Students
Identifiers-Civil Rights Act 1964 Title VI; Department of Health Education and Welfare; Legislative Intent; *Title IX Education Amendments 1972

Two fundamental questions concerning sex discrimination under Title IX of the Education Amendments of 1972 are addressed in this thirteenth chapter of a book on school law: Does the law apply to employment and did the Department of Health, Education and Welfare (HEW) exceed its authority by covering athletics, which receives no federal funding?

Arguments concerning Title IX's application to employment are based partly on the law's similarity to Title VI concerning racial discrimination, and partly on the history of the law itself. HEW has found evidence that employment was intended to be covered, and opponents (whose case has been presented by Janet Kuhn) have found evidence to the contrary. Court decisions are also contradictory. If the Supreme Court holds that Title IX does not cover employment, another issue emerges: Does the Department have the authority to regulate employment when such regulation affects the beneficiaries of federal assistance, the students? The argument over whether the statute applies to athletics is based on whether the definition of "education program" intended in the law is the overall education program or an individual federal assistance program, such as Title I. Again, both proponents and opponents look to the intents of Title VI. Several state courts have ruled on the matter, with contradictory findings. (Author/JM)

ED215454 EC142113

The Role of a School Board Member in the Education of Children with Handicapping Conditions.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
Pub Date Sep 81
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role; *Boards of Education; Compliance (Legal); *Disabilities; Due Process; Equal Education; Handicap Identification; Individualized Education Programs; School Districts; Secondary Education; *State Standards
Identifiers-New York

Intended for New York State school board members, the guide outlines the responsibilities of board members regarding education of handicapped students. An overview of state and federal rules and regulations is followed by sections on the board's role in the following areas: working with the Committee on the Handicapped, identifying children in need of special education, developing individualized education programs, assuring nondiscrimination and access to special education in the least restrictive environment, providing due process of law, and monitoring and training. An evaluation format for assessing local policies in light of state and federal mandates is included. (CL)

ED215500 EC142159

Rosberg, William H.

Programming for the Talented and Gifted Student in Small or Rural School Districts.

Pub Date 19 Oct 81

Note-11p.; Paper presented at the Iowa Association for Talented and Gifted (Cedar Rapids, IA, October 19, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Assisted Instruction; *Delivery Systems; Educational Technology; Educational Television; Elementary Secondary Education; *Enrichment; *Gifted; Program Development; *Rural Areas; *Talent

Identifiers-Iowa; Small School Districts

The paper addresses issues facing small and rural Iowa school districts that attempt to provide services for their gifted and talented students. Problems with transportation, personnel costs, and the small number of target students are cited, and enrichment program alternatives such as mentorships, educational programing from television and radio, video and audio cassettes, computer assisted instruction, and telephone network programing are proposed. Examples of Iowa programs designed to provide individualized activities are offered, including itinerant teacher programs, and projects enabling two way communication through cable television systems. The cost saving features of an interactive telephone system approach are noted. (CL)

ED215549 EC142409

Ortiz, Alba A.; Yates, James R.

Incidence of Exceptionality among Hispanics: Implications for Manpower Planning.

Pub Date Apr 81

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Demography; *Disabilities; Educational Trends; Elementary Secondary Education; *Employment Projections; *Hispanic Americans; *Incidence; *Labor Needs; Needs Assessment

Based on Texas Education Agency data, the study examined the incidence of handicapped Hispanics with systematic implications for manpower planning. Incidence figures are analyzed in terms of trends from 1974-1979 in special education services to Hispanics, demographics, variables affecting service incidence (policy/law, litigation, lack of assessment personnel, inadequate procedures, lack of bilingual personnel, bilingual education, increased awareness, and manpower needs). Noted among findings are that large percentages of emotionally disturbed, auditorially handicapped, and visually handicapped students are not receiving services; there has been a decrease in level of services to Hispanics who are mentally retarded or speech handicapped; the 1980 census showed Hispanics to be the fastest growing language minority in this country; and there has been an increase in litigation and a growing trend toward malpractice suits directed at individuals participating in identification, placement, and teaching processes resulting in real damages to minority children. A five step plan for determining manpower needs is outlined and applied to project manpower needs for exceptional Hispanic students. Tables with statistical data are provided. (SB)

ED215087 CE031445

Golen, Steven

The Philosophical, Sociological, and Psychological Foundations of Curriculum.

Pub Date [82]

Note-66p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrator Attitudes; Administrators; Attitude Measures; Beliefs; Business Education; Business Education Teachers; *Curriculum Development; *Educational Philosophy; Educational Policy; Educational Psychology; Educational Research; Educational Sociology; Foundations of Education; High Schools; High School Students; Interviews; Program Development; Secondary Education; *Student Attitudes; Superintendents; *Teacher Attitudes; Vocational Directors; *Vocational Education

A study evaluated the role of three curriculum foundational areas--philosophical, sociological, and psychological--with particular emphasis on the philosophical basis for curriculum planning. Impressions on curriculum were gained from the literature and from practitioners. Interviews were conducted with a state director of business and office education, superintendent, curriculum director, director of vocational education, principal, business education department chairman, business education faculty member, parent, and student. The instrument used was "What Do You Believe?," 15 statements of ideas expressed in educational literature pertaining to a line of action for curriculum improvement. Reactions to six statements were in strong agreement. The functioning philosophy of participants would, therefore, include those statements dealing with exposing students to what man knows and does not know, personalized curriculum, benefits of learning from peers and groups, learning difficulties beginning in disturbed home relationships, limits of the subject-matter patterns of organization, and encouragement of developing creative thinking. A statement dealing with a uniform policy of increased homework would be discarded because of strong disagreement. The remaining eight statements would require additional discussion and clarification. A comparison of the school district or high school's expressed philosophy with the individual's functioning philosophy was consistent for all participants. (The instrument and participant responses are appended.) (YLB)

ED215189 CE032017

Green, Joanne; And Others

Solar Heating Systems: Student Manual.

Georgia Inst. of Tech., Atlanta. Engineering Experiment Station.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date 79
Note-453p.; For related documents see CE 032 015-016.
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Course Content; Curriculum Guides; *Heating; Individualized Instruction; *Learning Activities; Learning Modules; Postsecondary Education; *Programed Instructional Materials; Secondary Education; Slides; *Solar Radiation; *Technical Education; Vocational Education

This Student Manual for a Solar Heating System curriculum contains 22 units of instructional materials for students to use in a course or courses on solar heating systems (see note). For each unit (task), objectives, assignment sheets, laboratory assignments, information sheets, checkpoints (tests), and job sheets are provided. Materials are set up to be suitable for individualized instruction and include keys to prepared slide sets. The 22 units are organized in four major learning modules covering the following topics: (1) understanding solar systems; (2) designing solar systems; (3) installing solar systems; and (4) maintenance of solar systems. (KC)

ED215246 CG015849

Benjamin, Libby; Walz, Garry R.
Enhancing the Adult Experience: Counseling Approaches and Activities.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-78-0005
Note-141p.
Available from-ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($10.00).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adjustment (to Environment); *Adult Counseling; Adult Development; *Career Change; Coping; Counseling Techniques; Counselors; *Divorce; Helping Relationship; *Leisure Time; *Midlife Transitions; *Retirement

This document is one of three monographs resulting from a three-year study of adult counseling programs and practices in the United States. The first section of this monograph describes issues and potential problems associated with four frequently-experienced adult life transitions, i.e., divorce, midlife career change, preretirement planning, and leisure. For each area, three field-tested activities that counselors can adopt or adapt for use in their work settings are included. The second section provides an overview of adult development and adult counseling. Generalizations are presented regarding both the adult experience and appropriate adult counseling behaviors. For each concept, implications for the adult counseling profession are included. A brief summation of adult counseling is followed by extensive resource lists for the four selected life transitions and for the adult experience in general to offer more in-depth reading and practical counseling materials. (Author/NRB)

ED215433 EA014568

Graham, Donna R.

An Investigation of Teachers' and Administrators' Decision-Making Behaviors and Attitudes Concerning the Promotion and Retention of Elementary Students.

Pub Date Mar 82
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes; *Board of Education Policy; Elementary Education; *Elementary School Students; *Guidelines; Interviews; Policy Formation; Program Implementation; Questionnaires; School Surveys; *Student Promotion; *Teacher Attitudes; Teacher Characteristics
Identifiers-*District of Columbia Public Schools

Personal interviews with teachers, administrators, and counselors in grades 1-6 at two elementary schools in the District of Columbia Public Schools (DCPS) examined their attitudes toward two sets of DCPS guidelines governing student promotion and retention. One set of guidelines was in use before 1976, the other afterwards. Questionnaires preceding the interviews gathered data on respondents' personal characteristics and occupational background. The interviews yielded data on the educators' problems with both the old and new guidelines. Five findings were derived from these data, regarding lack of clarity in both sets of guidelines, absence of implementation materials (such as tests), teacher addition of promotion criteria not in the guidelines, variation in guideline interpretation according to teacher education and years on the job, and need for improved guidelines. Based on these findings and also on problems with the new guidelines identified by the interviewees, four recommendations are made involving pilot-testing of new policies, teacher and administrator input into policy-making, programs for students with very high or low mastery of skills, and incremental, grade-by-grade implementation of new promotion policies. Copies of the interview schedules and questionnaires are appended to the document. (RW)

ED215478 EC142137

Lieman, Meyer, Ed.

High School Programs for Students with Special Needs.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 80

Note-29p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-After School Programs; Articulation (Education); Clerical Occupations; Curriculum; *Disabilities; High Schools; Inservice Teacher Education; Microcomputers; *Program Descriptions; Regional Programs; Vocational Education; Work Study Programs

Identifiers-*New York

Thirteen brief articles look at high school programs for students with special needs with emphasis on programs offered in New York State. Articles have the following titles and authors: "Vocational Education for Handicapped Students in New York City High Schools" (F. Yauch); "Development of a Comprehensive Program for High School Special Education Students" (M. Lieman); "Characteristics of Bronx Special Education Students Entering High School Programs in September, 1980--The Articulation Processes" (J. Salvati); "Implementing a Special Education Program in the Comprehensive High School" (R. Mastruzzi); "The Occupational Training Center Program" (S. McSweeney); "The Vocational High School Experience" (D. Miller); "The Work-Shop Program Bridging the Gap between Employability and Employment" (C. Cumberbatch); "After-School Vocational Skills Program for Handicapped Students" (L. Chernow); "A Structured Curriculum Approach to Teaching Life Skills" (J. Hickey); "Clerical Skills Training for the Handicapped--A Regional Approach" (P. Blake-Ward); "The Role of the Job Developer" (R. Coar); "Microcomputer Applications to Special Education Administration" (E. Martin); and "Expanding Career Opportunities for High School Special Education Students--An Inservice Education Project" (B. Flugman, et al.). (DB)

ED215526 EC142186

Burrell, Lewis P.; Talarico, Robert L.

Project Employability: Work Performance Handbook for Special Education Students.

East Central Ohio Special Education Regional Resource Center, Dover.

Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date Aug 81

Note-135p.; For related documents, see EC 142 180-185.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Employment; Employment Potential; Employment Qualifications; High Schools; Job Performance; *Job Skills; *Mild Mental Retardation; *Moderate Mental Retardation; Self Concept; *Student Evaluation; Values; *Vocational Education

Identifiers-*Project Employability

The Student Work Performance Handbook is the sixth in a series from Project Employability (Ohio) designed to meet employability needs of trainable and educable mentally retarded high school students. The handbook is organized into five major components: (1) knowledge factors about applying for and securing employment (job sources, job application and interview, self development, payroll/social security/income tax, work accidents/safety, other workers, boss image); (2) skill factors which deal with the student's perception of self as employee and successful worker (budgeting/marketing, communication, transportation, time/leisure time, self help, self care/dress, work/job problem areas, occupatonal terminology); (3) worker attitudes (reality, frustration/tolerance, mood, cooperation, cheerfulness); (4) value factors (space/other, self, work, money, safety, conservation); and (5) the Criterion Awareness Scale to evaluate student readiness in the areas of getting and keeping a job. The handbook is designed as a supplementary resource and includes pre- and posttests, sample forms, illustrations, activities, checklists, and handouts. (SB)

ED215570 FL012865

Shuy, Roger W.

Basic Inferencing in Discourse.

Center for Applied Linguistics, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Teaching and Learning Div.

Pub Date 74

Grant-NIE-G-78-0175

Note-63p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Child Language; Cognitive Processes; Communicative Competence (Languages); Context Clues; Discourse Analysis; Elementary Education; Language Acquisition; Morphemes; Phoneme Grapheme Correspondence; *Pragmatics; *Psycholinguistics; Reading Instruction; *Reading Research; Sentences; *Sociolinguistics; Syllables; Syntax; Vocabulary Development

Identifiers-*Inference

This paper contends that children's failure to demonstrate predictable gains in reading ability may be attributable to the failure of the teaching program to focus on strategies involving larger and larger chunking of the language accesses. Teaching programs in reading should be constructed to develop middle-level reading skills. Such programs would call on a child's knowledge of syntax and pragmatics--a knowledge about how language is used. Incorporating pragmatics into a theory of reading aids the child's acquisition of the ability to spot implicatures, to understand what is left unsaid, to skip over redundancies, to spot the important, to skim over the unimportant, and to accomplish many other highly important cognitive processes. The development of functional language competence is essential to reading. Functional language includes reference to context, discourse, conversation, and language use over language form. When constructing reading materials it is necessary to attend to some common misconceptions about clarity and simplicity. Among these are that (1) a limited vocabulary or limited sentence patterns yield clarity, (2) short items are better than long items, (3) repetition contributes to clarity, (4) simplicity is equivalent to clarity, and (5) Latinate vocabulary is more complex than Anglo-Saxon words. (JK)

ED215623 HE014981

Gillett, Margaret

We Walked Very Warily. A History of Women at McGill.
Pub Date 81
Note-476p.
Available from-Eden Press Women's Publications, 245 Victoria Avenue, Suite 12, Montreal, Quebec, Canada H3Z 2M6 ($18.95).
Document Not Available from EDRS.
Descriptors-*Access to Education; *Coeducation; College Admission; College Students; *Educational History; Equal Education; *Females; Feminism; Higher Education; *Sex Discrimination; Sex Fairness; Student College Relationship; Student Teacher Relationship; *Womens Education; Womens Studies
Identifiers-Institutional History; *McGill University (Canada)

Nineteenth-century assumptions about the nature of women, her educability, her role in society, and debates about coeducation are examined in this record of the efforts of the first women students to gain entrance in McGill University in Canada. The introduction offers historical background, ideas of women, and the opening of higher education to women. Part I, "Admission," examines: Principal J. W. Dawson's ideas on women's education; opportunities for education for women in Montreal before 1884; the first women at McGill, 1884 and the reaction of male students; and the coeducation controversy. Part II, "Royal Victoria College and Student Life," offers sketches of Lord Stratcona and the nine Wardens of McGill's women's college, 1899-1980, and discusses various aspects of student life such as student organizations and notable teachers. Part III, "Professional Faculties," discusses prejudices towards women, professional education, women's entry into "male" faculties such as medicine and law, and the women's problem of credibility for "female" faculties such as education, food services, and nursing. The final section examines the women's movement on campus and offers conclusions that relate to the general issues in higher education for women in Canada. It is suggested that there be a transitional period of "catching up" by the academic world for identifiable courses in women's studies and a renewed effort to secure equality for women after graduation upon entering the job market. Appendices include: some "firsts" for McGill; chancellors and principals of McGill; honorary degrees and other honors; notes on non-academic women; notes on some notables; and a graph of the total/female enrollment, 1880-1980. Footnotes, a selected bibliography, and many photographs are also provided. (LC)

ED215106 CE031731

Henry, Sally; Omvig, Clayton P.

Learning Center Handbook.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date [81]

Note-244p.; For a related document see CE 031 730.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Administrator Guides; Advisory Committees; Educational Equipment; Educational Facilities; Educational Objectives; English (Second Language); Guidelines; *Individualized Instruction; Instructional Materials; *Learning Laboratories; Postsecondary Education; Problem Solving; *Program Administration; Program Guides; *Program Implementation; Records (Forms); Resources; Secondary Education; Staff Utilization; Standards; Testing; Tests; Two Year Colleges; *Vocational Education

Identifiers-EDL Reading Versatility Tests; Kentucky

This handbook is intended to aid vocational education learning center coordinators in establishing and/or extending the services available in their learning centers. Following a listing of the objectives of a learning center program, various learning center operational procedures are described, including individualized student instruction, specific objectives by program area, advisory committees, administration and reporting, and do's and don'ts for learning center operation. Covered next is staffing the center. Learning center facilities and furnishings and equipment are described. In a section on learning center instructional materials the following topics are addressed: basic instructional materials for vocational schools and for community colleges, a comprehensive list of instructional materials, English as a second language, problem solving, testing materials, and use of EDL materials. Appended to the handbook are administrative forms, Southern Association standards, lists of Kentucky state and learning center coordinators, and publishers and addresses. (A related report describing the organization and operation of Kentucky's vocational education learning centers is available separately--see note.) (MN)

ED215137 CE031858

Emmitt, Robert J.; Argento, Barry J.

The Job Corps: Back to Basics. A Proven Program for Academic Assessment.

Pub Date Jul 80

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education; Educational Objectives; Federal Programs; High School Equivalency Programs; Job Training; *Mathematics Instruction; Outcomes of Education; Program Content; *Programed Instruction; Programed Instructional Materials; *Program Effectiveness; *Reading Instruction; *Systems Approach; Teaching Methods; Vocational Education

Identifiers-*Job Corps

Since its beginning in 1965, the Job Corps has enrolled more than a million impoverished and undereducated 16- to 21-year-olds in an intensive program of re-education and job skills training. The Job Corps' basic education program uses the systems approach to instruction in reading, mathematics, and high school equivalency subjects; and incorporates a number of teaching methodologies, of which the most prominent is programed instruction. The advantages of the systems approach in providing individualized diagnosis of skills and instruction, promoting early success, and adapting to the input of new students at any time have made it the most distinctive and unchanging feature of Job Corps basic education. Vocational education, teaching the skills of 165 occupations, also uses the systems approach, although it is modified because of the variety of content that must be taught. The basic education program teaches reading on three levels: grades 0 to 3.4, 3.5 to 7.4, and advanced; and mathematics on various levels following a skills hierarchy from whole numbers through fractions, to consumer mathematics. All students are prescreened for skill levels and proceed at their own pace, using the Sullivan Associates "Programmed Reading" series, selections from anthologies and story-cards, and the Sullivan "Programmed Math for Adults" along with work books and specially prepared Job Corps material. High school equivalency courses (GED) are also taught through programed methods with students moving through the 24 units at their own pace. Evaluation of students in Job Crops educational programs has shown a high rate of success; these methods may be of interest to Comprehensive Employment and Training Act (CETA) Prime Sponsors. (KC)

ED215171 CE031930

Sheppard, N. Alan

Equity from an Aging Specialist's Perspective. Research and Development Series No. 2140.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-32p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD2140, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Vocational Education; Affirmative Action; *Age Discrimination; *Aging (Individuals); Aging Education; *Equal Opportunities (Jobs); Federal Legislation; *Older Adults; *Retirement; Vocational Education

As the incidence of older persons in American society grows, their participation in training and employment programs (including vocational education) will be of special importance. Although the elderly population has become increasingly "older," this group is retiring earlier. There will be a decrease in active workers supporting retired citizens whose income continues to be decimated by inflation. In addition, social security financing problems loom ahead. With the gradual reduction of the educational disadvantage of the elderly, the question will be whether these workers would take advantage of increased work options. A need exists for affirmative action for the aged. Barriers to equitable job training and placement are previous work history, lack of credentials, lack of access to job information, inadequate health status, attitudes and values of union and management decision makers, transportation, stereotypes, self-discrimination, employer discrimination, and job performance (employer fear of decreased productivity). Strategies for barrier elimination include federal age discrimination legislation, federal support programs, advocacy groups, adjustments in personnel policy, and training of vocational educators and public to promote a better understanding of aging. (An action plan for vocational education and general recommendations are provided.) (YLB)

ED215208 CE032111

Baggett, Connie D.; And Others

Data Base for a Job Opportunity Vocational Agricultural Program Planning Model.

Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.

Pub Date Mar 82

Note-63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agricultural Education; *Curriculum Development; Data Collection; Educational Research; *Employment Opportunities; Graduate Surveys; Job Skills; *Labor Needs; Models; *Program Development; Secondary Education; *Vocational Education

Identifiers-Pennsylvania

A job opportunity-based curriculum planning model was developed for high school vocational agriculture programs. Three objectives were to identify boundaries of the geographical area within which past program graduates obtained entry-level position, title and description of position, and areas of high school specialization; number and titles of job-entry positions, average annual openings for such positions, and projected future needs of agricultural businesses in the geographical area; and competencies required for job entry-level positions. Two instruments were developed to sample 1,198 one-, two- and three-year graduates of 35 Pennsylvania high schools (to provide five samples of each of seven instructional areas of vocational agriculture) and 31 agricultural businesses. The end product was an eight-stage job opportunity planning model: (1) survey graduates; (2) determine miles to first job, graduates' programs, graduates' first job; (3) survey employers in area including at least 80% of the graduates; (4) determine labor and student occupational needs; (5) determine skills and skill levels needed for meaningful jobs in industry; (6) match skills with courses and course requirements; (7) teach students skills and competencies; (8) place students in jobs. Information was also obtained regarding graduates' employment history, methods used to secure entry-level employment, and adequacy of vocational training. (Instruments are appended.) (YLB)

ED215226 CE032215

Royce, Sherry

Adult Educator Exchange Program. Pennsylvania 310 Project. Final Report, July 1, 1980-June 30, 1981.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency-Department of Education, Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date [81]

Note-175p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adult Basic Education; *Adult Education; *Adult Educators; Adult Literacy; *Adult Programs; Adult Vocational Education; Community Education; *Demonstration Programs; Educational Cooperation; Exchange Programs; Field Experience Programs; Interstate Programs; Literacy Education; Program Descriptions

Identifiers-*Adult Educator Exchange Program; Connecticut; New Jersey; New York; Ohio; Pennsylvania; Virginia

Field experience reports are provided for exemplary adult education programs in Connecticut, New Jersey, New York, Ohio, Pennsylvania, and Virginia which were each visited by an adult education administrator from another of the programs. Each report overviews the program, makes observations on unique aspects of the program (such as programs, services, participants, program effectiveness, funding), and provides conclusions regarding valuable adult education concepts, strategies, and techniques practiced by the program as well as recommendations for adaptation to other programs. These programs are included: Literacy Volunteers of Connecticut; Connecticut Adult Basic Education (ABE) Staff Development Project; New Haven ABE Program; Upper Montclair, New Jersey; West New York Adult Learning Center; Dutchess County Area Occupational Education; Niagara Falls Learning Center; Canton City Schools; Columbus City Schools; Middletown City Schools; Warren City Schools; Southeastern Ohio ABE Program; Pleasant Gap (Pennsylvania) Development Center for Adults; Harrisburg State Hospital; Caroline County (Virginia) ABE Program; Virginia Adult Learning Center; and Fairfax County ABE Program. The Program Background Information Summary Form and Host/Visitor Evaluation Form are appended. (YLB)

ED215267 CG016000

Birren, James E.; And Others

[White House Conference on Aging, 1981. Research in Aging. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-4; TCR-4

Pub Date 81

Note-75p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Aging (Individuals); *Behavioral Science Research; Health Needs; Housing; Mental Health; *Older Adults; Physical Health; *Public Policy; *Research Needs; Research Utilization; Retirement; *Social Science Research

Identifiers-*White House Conference on Aging

This Technical Committee Report provides an overview and historical sketch of research in aging and proposes a need for new knowledge. An examination of key issues notes the difficulty in assigning priority to research topics, and identifies emerging issues of public concern including: (1) physical health (alcohol and drugs, falls and accidents, sensory impairments, nutrition, dental problems, health promotion, sex differences); (2) mental health (cognitive functioning, depression, senile dementia); (3) older Americans in a changing society; (4) retirement income; (5) older Americans as a national resource; (6) housing, transportation, and physical environment; (7) social and health aspects of long-term care; (8) family, social services, and support systems; (9) government roles; and (10) issues facing minorities. An examination of emerging scientific and technological concerns focuses on biomedical, behavioral, social science, evaluative, and policy-related research and research in epidemiology and demography. Issues in research facilitation, utilization, and funding are addressed and the roles of scientific and professional societies and federal agencies are examined. Eight recommendations to promote research in aging are enumerated along with a supplemental view of one committee member and an executive summary of this report. (NRB)

Pearson, P. David

A Context for Instructional Research on Reading Comprehension.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-CSR-TR-230

Pub Date Feb 82

Contract No-400-76-0116

Note-34p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Research; *Cognitive Processes; Elementary Secondary Education; Epistemology; *Literature Reviews; Reading Achievement; *Reading Comprehension; Reading Instruction; *Reading Research; Research Methodology; *Teaching Methods; Time on Task

Identifiers-Direct Instruction; *Reading Strategies

Cognitive research of the 1970s has shown that both content factors (topical world knowledge and knowledge about textual organization) and process factors (attention, encoding, inference, retrieval, and executive monitoring) influence comprehension. Classroom research during the same decade has shown that the greater the proportion of time students spend on a task, the better their performance on the task; content covered tends to be positively related to achievement; that error rate seems to add a significant amount of power in predicting achievement above and beyond engagement and content covered; and that group instruction (particularly small group instruction) is consistently associated with positive gains in achievement. The research surveying current practices for teaching reading comprehension, however, is limited to two studies by D. Durkin that showed virtually no direct instruction in comprehension. Other recent studies have evaluated the effects of direct explicit attempts to help students develop heuristic strategies (if not rules) for dealing with a range of comprehension tasks typically required in schools. These data suggest comprehension skills can be taught. Future research should focus on explicit attempts to help students develop independent strategies for coping with the kinds of comprehension problems they are asked to solve in school. Current knowledge of basic comprehension processes and instruction, while not complete, is sufficient to allow its application to issues of reading comprehension instruction. (HOD)

ED215351 CS206835

Meredith, Bernard

The Click and Twitch in Contemporary Poetry.

Pub Date Feb 82
Note-8p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (17th, Winston-Salem, NC, February 25-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creative Writing; Elementary Secondary Education; Higher Education; Literary Devices; *Poetry; *Self Expression; *Teacher Role; *Teaching Methods; *Writing Instruction; Writing Skills

It is the creative writing instructor's role to help the student turn "twitch" poems into "click" poems ("twitch" being a kind of verbal hypertension that takes shape in the absence of anything humanly important to say on the poet's part and "click" being the finished poem that makes a sound like the click of the lid on a perfectly made box). Teachers can help students achieve this by letting them know that a poem may begin with the self, but it should never end there. Students need to learn that the well-made poem is not a bundle of devices, but an individual's insight, and that a good poem transcends its author's intentions and understanding. Teachers need also to make students comfortable with criticism, and provide them with alternative approaches to poetry writing. Teachers must also help students establish a set of critical standards, let them earn praise, and not let them make poems of what is directly in front of them. Teachers should not seek to liberate students from fears, inhibitions, defenses, and prejudices, but should let them know about the potential poems around them. (HOD)

ED215501 EC142160

Day, Edward J.
North Providence Honors Curriculum.
North Providence School Dept., R.I.
Pub Date [81]
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academically Gifted; Course Descriptions; Gifted; High Schools; *Honors Curriculum; Independent Study; Program Descriptions
Identifiers-*North Providence High School RI

The paper describes the North Providence (Rhode Island) High School Honors Curriculum, which provides academically gifted juniors and seniors with indepth training in specific academic areas. Specific selection procedures and eligibility criteria are set forth, along with appeals procedures for students. Course descriptions, specific eligibility factors, and work requirements are described for American history, calculus, chemistry, English (taught in conjunction with the English department at Rhode Island College), humanities, and political science. The program also offers individualized learning programs, an independent study approach which may include a contract with a faculty member, a seminar, or coursework at a local college. Sample forms are appended. (CL)

Farley, Jennie, Ed.
Sex Discrimination in Higher Education: Strategies for Equality.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Report No-ISBN-0-87546-089-5
Pub Date 81
Note-159p.; Based on papers presented at a conference at Cornell University (Ithaca, NY, November 7-9, 1980). Conference cooperatively sponsored by more than 21 organizations.
Available from-ILR Publications, Cornell University, Ithaca, NY 14853 ($7.50; five or more, 10 percent discount).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Activism; Affirmative Action; Change Strategies; Court Litigation; *Employment Practices; Equal Opportunities (Jobs); Faculty College Relationship; Faculty Evaluation; Females; *Grievance Procedures; Helping Relationship; Higher Education; *Mentors; Personnel Policy; *Sex Discrimination; *Women Faculty

Papers and discussion transcripts from a 1980 conference at Cornell University on creative approaches to ending sex discrimination in higher education are presented. In "Litigation: Strategy of the Last Resort," Judith P. Vladeck reviews the judicial history of academic women's grievances and suggests that to avoid sex discrimination litigation women will have to be more aggressive in guarding their rights; academic administrators will have to be more reasonable in dealing with grievances; and faculty will have to be more open about their employment practices. In "Building Mentorship Frameworks as Part of an Effective Equal Opportunity Ecology," Mary P. Rowe advocates that administrators and faculty develop multiple helping resources for management, women's networks, and close relation between top management and the networks. Helen C. Davies and Robert E. Davies, in "Grievances and their Redress in the Eighties," note a need for more objectivity in performance appraisals and emphasize the need for the development of sound and speedy grievance procedures. Grievance procedures and faculty evaluation criteria used at the University of Pennsylvania are also considered. In "Strategies for Eliminating Sex Discrimination: Times That Try Men's Souls," Bernice R. Sandler urges women to organize in their own interests and to learn effective strategies for bringing about change in system-level policies and practices, including the efforts of coalitions. Reports from participating institutions also are presented, and Mary P. Rowe's article, "Go Find Yourself a Mentor," which was not delivered at the conference, is appended. (SW)

ED215455 EC142114

Your Child's Right to an Education: A Guide for Parents of Children with Handcapping Conditions in New York State.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Pub Date Aug 81

Note-42p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities; Due Process; Elementary Secondary Education; Eligibility; Individualized Education Programs; *Parent Role; Policy Formation; *Special Education; State Standards; Student Evaluation; Student Placement

Identifiers-*New York; Parent Materials

Intended for parents of handicapped students, the guide sets forth New York State policies for special education. The following topics are among those considered: eligibility for special education, program types, alternative placements (such as residential settings), referral, evaluation, individualized education programs, impartial due process hearings, early childhood services, parents' right to challenge educational decisions about their child (including information on hearings and appeals), and planning for the child's future. (CL)

ED215550 EC142410

Lazar, Ronald M.; Mackay, Harry A.

Teaching Spelling via Stimulus Equivalences.

Pub Date Apr 81
Note-22p.; Paper presented at the Eastern Psychological Association (New York, NY, April 22-25, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; *Operant Conditioning; *Severe Mental Retardation; *Spelling; *Training Methods

The study, involving two severely retarded adolescents, investigated whether matching to sample is capable of extending equivalence classes with spelling responses. In preliminary training, Ss were taught the matching to sample procedure by having them match color patch samples to identical color patch comparisons. The experimenters then trained the spelling procedure by teaching Ss to move appropriate letters when printed letter samples appeared on a spelling card. After preliminary training, the test battery was administered with tokens given for correct responses. Both Ss were able to match color patches to the dictated words and to orally name color patches. All other performances were either nonexistent or at very low levels. Posttests showed that Ss could treat whole printed words as members of the equivalence classes. Findings suggested that procedures are available to train the severely handicapped in simple academic tasks. Diagrams, charts, and illustrations of experimental materials are provided. (SB)

ED215122 CE031810

Appleby, Judith A.; Wheeler, Jeanette D.

Vocational Education for Students with Special Needs. Vocational Education Curriculum Specialist, Module 6.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-69p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Education; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; Disabilities; Disadvantaged; Educational Administration; Educational Legislation; *Equal Education; *Federal Legislation; Higher Education; Instructional Development; Instructional Materials; Learning Activities; Learning Modules; Management Development; Minority Groups; Postsecondary Education; Program Administration; *Program Development; Secondary Education; Sex Discrimination; Sex Fairness; Sex Stereotypes; Tests; *Vocational Education

Identifiers-Curriculum Management; Limited English Speaking; *Special Needs Students; *Vocational Education Curriculum Specialists

One of five modules in the curriculum development series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section identifies barriers to equal education faced by special students and legislation to eliminate these barriers. The second section focuses on developing action plans including techniques for assessing and instructional methods for meeting needs of special students. In section 3 are provided procedures and guidelines to review and modify biased curricula, facilities, and materials. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include a fact sheet on sex stereotyping in measurement instruments, suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215155 CE031914

Campbell, Robert E.; And Others

Follow-Through Services: A Missing Link to Employment for the Disadvantaged.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Mar 81

Contract No-300-78-0032

Note-84p.; For a related document see CE 031 913.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Vocational Education; Career Counseling; Career Planning; Disadvantaged; Educational Planning; Educational Research; *Employment Programs; *Employment Services; Federal Legislation; Federal Programs; *Job Placement; Job Search Methods; *Job Training; *Models; Personnel Needs; Program Evaluation; Referral; Secondary Education; Vocational Adjustment; Vocational Education

Identifiers-*Comprehensive Employment and Training Act; *Follow Through Services

This report presents findings of a study that sought to identify the degree to which employment and training programs, especially Comprehensive Employment and Training Act (CETA) programs, provide follow-through services to disadvantaged and nontraditional graduates and the current barriers and facilitators to their delivery. It first describes the problem and study methodology (consultation with national experts and a wide range of CETA personnel and a literature review). Findings presented concern current status of follow-up services, facilitators and barriers, and advocacy for provision of follow-through services. Fourteen recommendations are made for improving service delivery. Following this narrative, the remainder of the report (approximately 70%) describes a model for follow-through services, intended as a design for the implementation of follow-through services in any setting, but especially employment and training settings. The model provides a detailed step-by-step outline, including such activities as the need for the model, objectives, guidelines, and strategies for services (job search assistance, job adjustment counseling, career planning and training assistance, program evaluation for planning, and staffing requirements). (YLB)

ED215190 CE032020

Sredl, Henry J.

Factors Affecting Work Force Development in the People's Republic of China.

Pub Date 82

Note-21p.; Paper presented at the Annual Conference of the American Society for Training and Development (San Antonio, TX, May 17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bureaucracy; *Economic Factors; *Educational Needs; Educational Practices; Educational Television; Educational Trends; Higher Education; Industrialization; Industrial Training; Job Placement; Job Training; *Labor Force Development; Needs Assessment; On the Job Training; *Political Influences; Population Growth; Postsecondary Education; *Program Development; Technical Education; Technological Advancement; Trend Analysis; Unemployment; Vocational Education; Youth Employment

Identifiers-*China; Cultural Revolution

Work force development in the Peoples' Republic of China (PRC) is affected by sundry but interrelated factors. Included among these are the following: (1) the PRC's population of one billion people; (2) a recent history of political turmoil and violence, resulting in profound changes in national leadership and vacillation in national policy; (3) implementation of "The Great Leap Forward," a plan for modernization that attempts to bring China to the technological level of developed countries by the year 2000; (4) 30 years of a comparative increase in living standards and the escalating expectations of China's populace for an even greater rate of increase; and (5) an educational system incapable of providing much needed higher and technical education to more than 4 percent of middle school graduates. However, the PRC's work force development picture is changing as new strategies are being developed and implemented to meet the country's educational needs. Among those efforts to increase access to technical education in China are widespread broadcast of university-level television instruction; development of state-owned or tertiary industries that provide on-the-job training to unskilled middle school graduates and leavers; and reexamination of existing state-controlled job placement procedures. (MN)

ED215286 CG016019

Schrank, Harris T.; Waring, Joan M.
Aging and Work Organizations.
White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Pub Date 81
Note-40p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 990-CG 016 022.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences; *Age Groups; Aging (Individuals); *Career Ladders; *Employment; Labor Force Development; Occupational Mobility; *Older Adults; *Organizations (Groups); Personnel; Role Perception; State of the Art Reviews; *Vertical Organization
Identifiers-*White House Conference on Aging

Business firms are an integral part of the age stratification structure of society. Although the age structures of people and roles within the organization are dynamic, these structures yield a fairly stable strata in which norms exist to suggest the various roles expected of certain persons. Those in roles with greater financial rewards, power, and prestige tend to be older. This is true, not only because age suggests knowledge and experience, but also because such a system provides motivation for younger workers to improve performances and stay with one company. Furthermore, older members in the top ranks also ensure turnover in the top ranks. Several organizational practices, such as career paths, serve to maintain the age stratification system. Three observations can be made about formal organizations and the aging process, i.e.,: (1) several kinds of individual aging take place within an organization; (2) aging is a form of automatic mobility; and (3) work organizations need a continual replenishment of the ranks in order to survive. The study of the aging individual cohort and of the succession of cohorts is needed to further the understanding of organizational processes and aging. (NRB)

ED215329 CS006640

Ross, Beth; Simone, Nancy

Reading Interests of Tenth, Eleventh and Twelfth Grade Students.

Pub Date Apr 82

Note-65p.; M.A. Ed. Thesis, Kean College of New Jersey.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Females; High Schools; *High School Students; Leisure Time; Library Role; Males; Radio; Reading Habits; *Reading Interests; *Reading Material Selection; *Reading Research; Recreational Reading; *Sex Differences; *Student Attitudes; Teacher Role; Television Viewing

The reading interests of 300 tenth, eleventh, and twelfth grade students were surveyed and compared to those revealed in previous research. The results indicated that the amount of time students reported reading outside of school per day has decreased slightly since a 1961 study by P. Witty, with females still reading more than males. As in the Witty study, science fiction and sports were popular with the male students in the present study, with romance stories preferred by the female students. The males ranked "Sports Illustrated" as their favorite magazine, while the females selected fashion magazines as their favorites. The boys preferred thriller comics and the girls preferred humorous comics. Although the students in this study, like those from a 1976 study by D. Stachelek, reported friends, teachers, and bookstores as the sources of ideas for reading material selection, they no longer reported librarians as a major source for such information. As in the past, students ranked watching television, listening to the radio, and going to the movies as their favorite leisure time activities, although listening to the radio replaced television viewing as the number one leisure time activity. (RL)

ED215372 CS206889

Matheson, Carol

Writing as Problem Solving: Directions for Intervention.

Pub Date Nov 80
Note-165p.; M.Ed. Thesis, Brock University. Table 2 may not be legible.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Aptitude; *Descriptive Writing; *Diagrams; Grade 7; Junior High Schools; *Prewriting; Problem Solving; *Student Attitudes; Teaching Methods; *Writing Instruction; Writing Processes; *Writing Research

A study examined whether using a tree diagram (a graphic, multidimensional classification device) as a prewriting organizer would provide students with a systematic method of searching for and organizing the content of their descriptive writing to meet some communication goal. One-hundred twenty-three seventh grade students were classified as above average, average, or below average language arts students on the basis of IQ and standardized test scores. The students were placed into two groups: three classes taught by the researcher and one class taught by another study staff member. From the two instructional groups, five students from each ability classification were randomly chosen, with the 15 students from the researcher's classes serving as the experimental group and those from the other staff member's class as the control. All 123 students were administered a writing attitude scale. The students in the control group were taught to write descriptive paragraphs by emulating good writers, while those in the experimental group were taught to use a tree diagram as a way of identifying the main attributes of an object to be described. The results showed that using the prewriting organizer significantly improved the quality of the experimental group students' descriptive writing. In addition, these students were found to have a more positive attitude toward writing. (Copies of tests used in the study are appended.) (FL)

ED215394 EA014451

Thaxton, Louis C.

Developing Community Leadership: Lay Citizens. Workshop Report.

Maryland Univ., College Park. Cooperative Extension Service.

Report No-CES-Bull-271

Pub Date 79

Note-51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Leaders; *Extension Education; Group Dynamics; Human Services; Leadership Styles; *Leadership Training; Models; Postsecondary Education; Workshops

A three-day workshop was presented by the Maryland Cooperative Extension Service (MCES) of the University of Maryland, Eastern Shore, to help MCES faculty work more effectively with lay community leaders and to help lay leaders improve their leadership skills. The workshops focused especially on contacting "hard to reach" audiences in MCES programs involving public and private services and facilities in education, recreation, housing, employment, and sanitation. Chapter 1 of this report introduces the workshops and lists their three objectives: to improve participants' understanding of techniques of working with lay leaders, to develop strategies for working with lay leaders, and to identify followup activities for the leadership workshop. Chapter 2 presents several models of community program participation and social processes and discusses the leadership styles of community development professionals. In chapter 3 the author covers the results of workshop sessions for developing community leaders and for improving their skills in leadership identification and group motivation and dynamics. Chapter 4 briefly summarizes the workshop evaluations and describes the annual plan and followup activities developed at the workshop. Five appendices provide the workshop program, evaluation results for various sessions, and a list of the reference materials distributed. (RW)

ED215414 EA014514

Grinstead, Kenneth

Collective Negotiations in Education and the First Amendment.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-21p.; Chapter 14 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-*Collective Bargaining; Court Litigation; Elementary Secondary Education; Freedom of Speech; Government Employees; Labor Relations; *School Personnel; Unions

Identifiers-*First Amendment; Freedom of Assembly; Right to Petition; Teacher Rights

Application by the courts of First Amendment rights to collective negotiations in education are examined in this article. This fourteenth chapter in a book on school law is divided into three sections: freedom of association, free speech, and the right to petition. Regarding freedom of association, the courts have found that the First Amendment does not prescribe collective bargaining in the absence of a statute requiring a public employer to negotiate collectively. In several cases, however, courts have held that public employees have the right to organize into labor organizations and to choose their own bargaining representatives. Unions have no right to require employers to grant dues-checkoff privileges. Moreover, most court decisions support the right of a school board to deny minority unions access to a district's internal communiction system. Regarding freedom of speech, courts have held that First Amendment rights are violated by restraining teachers from commenting on employment matters in school board meetings. Peaceful picketing of schools is protected by the Constitution, according to a Supreme Court decision. Regarding the right to petition, a regulation prohibiting the circulation on school premises of a petition relating to school finance was found to violate teachers' rights. (Author/JM)

ED215607 HE014943

Matross, Ron; And Others
The 1981-82 Student Services Fee Survey.
Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 18 Dec 81
Note-55p.
Available from-Office for Student Affairs, University of Minnesota, Minneapolis, MN 55414.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Ancillary School Services; *College Students; Counseling Services; *Extracurricular Activities; *Fees; Higher Education; Institutional Research; *Participant Satisfaction; Questionnaires; School Health Services; School Publications; School Recreational Programs; School Surveys; *Student Attitudes; Student Organizations; Student Unions; Use Studies
Identifiers-*University of Minnesota

Student perceptions and usage of selected services and organizations that receive student services fee support at the University of Minnesota Twin Cities campus were surveyed. Respondents were 417 continuing, fee-paying, nonforeign, day students. Key findings include: 60 percent said the fee should be increased enough to keep pace with inflation; 8 percent said it should be increased to expand services; 17 percent said the fee should be held at its current level; and 13 percent indicated it should be reduced. Priority rankings generally favored problem-oriented services and those used by majority of students; 77 percent ranked the health service a high priority; services to help students deal with problems with the university were a high priority for 60 percent of respondents; and 47 percent ranked student unions a high priority. Low priority rankings tended to be given to specialized educational programs and services for special groups; only 6 percent ranked the debate team a high priority; only 9 percent considered student television training and production a high priority; 10 percent ranked programs on foreign student issues high, and 20 percent rated minority student programs high. Information is also presented on: the "Minnesota Daily"; recreational sports; Student Course Information Project; and student referendum on building project. Findings include the following: 46 percent of respondents look at or read the "Daily" every day; 5 percent never read or look at the "Daily"; and participation in intramural/team sports and self-service sports was reported by 24 percent of respondents. A questionnaire and comments by respondents are appended. (SW)

ED215434 EA014575

Jonas, Edward Delano, Jr.; Hayes, LaMarian G.

The Use of Monetary Reward as a Learning Incentive.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Education; Control Groups; *Cooperative Education; Disadvantaged Youth; *Employment Programs; Experimental Groups; Language Skills; Mathematics Achievement; Positive Reinforcement; Pretests Posttests; *Rewards; Secondary Education; Tables (Data); *Youth Programs

Identifiers-*Monetary Incentives

Researchers used a pretest-posttest comparison to evaluate the effectiveness of monetary rewards in Project ALIVE (Atlantans Learning in a Vocational Environment), a nine-week summer program that combined education, employment, and career training for economically disadvantaged youth in grades 8-12. The project was jointly offered by the Atlanta (Georgia) Public Schools and the city's Comprehensive Employment and Training Act (CETA) office. An experimental group of 254 students was paid for both work and academic instruction each week. A control group of 220 students was was also paid for work but received no academic instruction. Using the Georgia Criterion-Referenced Tests, the researchers tested both groups before and after the project on 12 curriculum objectives in communication skills, mathematics, and career development skills. Test scores were analyzed using t-tests and Hotelling's T-squared. Results for 235 experimental and 136 control students revealed significantly better performance by the experimental group in mathematics and most career development skills but no significant differences in communication skills. The authors concluded that these results indicate Project ALIVE's monetary rewards helped improve student learning. Two appendices list the 12 curriculum objectives and present results on four additional performance criteria. (Author/RW)

ED215456 EC142115

Making School Programs Accessible to the Handicapped: A Guideline for New York State School Districts.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Pub Date Aug 81

Note-35p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accessibility (for Disabled); Building Design; *Disabilities; Elementary Secondary Education

Identifiers-*Education for All Handicapped Children Act; *New York; Rehabilitation Act 1973

The booklet reviews Federal and New York State efforts to ensure that school programs are accessible to handicapped students and presents guidelines for making existing facilities, services, and activities accessible. The requirements of Section 504 of the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act are reviewed in the first section. The second section considers the needs of handicapped and nonhandicapped students and of classroom teachers. Alternatives in making buildings and programs accessible touch upon redesigning equipment, reassigning classes or other services, and assigning aides. The booklet concludes with detailed specifications and standards for accessibility. (CL)

ED215502 EC142161

Davis, Paul I.; Parks, Anita Todd

Gifted and Talented Workshop: Evaluation Report.

Ypsilanti Public Schools, Mich.

Pub Date Aug 80

Note-26p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education; *Gifted; Program Evaluation; *Talent; *Workshops

The report evaluates a 10 day workshop for seven teachers, parents, and community leaders on gifted and talented education. Workshop objectives centered on knowledge regarding the behaviors, needs, identification, and programing of gifted/talented students. A summary of each of the 10 day's activities and major resources used is provided. Daily topics included definitions, giftedness among disadvantaged students, goals of education, aspects of creativity, games and gaming, and program alternatives. Evaluation results are reported for pre- and postmeasures of knowledge and cognitive growth, evaluations of speakers, and overall evaluation listing strengths and weaknesses. Appended are participants list, agenda, and sample evaluation instruments. (CL)

ED215527 EC142187

Sanua, Victor D.

The Organic Etiology of Infantile Autism: Myth or Fact?

Pub Date 21 Aug 81

Note-29p.; Paper presented at the Annual Convention of the International Council of Psychologists (39th, Los Angeles, CA, August 21, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Autism; Biological Influences; *Etiology; *Parent Influence; *Socioeconomic Status; Theories

The author reviews theories and research on the etiology of infantile autism, specifically regarding its organic basis. He cites controversies over its organic vs. environmental basis and over the family's impact on autism. Quotes from such theoriests as L. Kanner, B. Bettleheim, and B. Rimland are presented along with E. R. Ritvo and M. Coleman. The author asserts that statements attributing autism to organic factors are without empirical basis. Similarly, theories about the socioeconomic status (SES) of parents of autistic children are considered, and the findings of the author's own research are offered as evidence that there appears to be a link between parents' upper SES and incidence of autism in their children. Alternative theories, such as those of M. Rutter who propose that autism is some type of cognitive deficit, are reviewed. (CL)

ED215088 CE031532

Sarapin, Marvin I., Comp.

Status of Federal Funding for Industrial Arts in Relation to the Amended Vocational Education Act of 1963 for FY80 and FY81.

American Industrial Arts Association, Washington, D.C.; American Vocational Association, Inc., Arlington, Va.

Pub Date 81
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Finance; Educational Legislation; Educational Planning; *Federal Aid; *Federal Legislation; Financial Support; *Industrial Arts; National Surveys; Secondary Education; *State Aid; *Statewide Planning; Vocational Education
Identifiers-*Vocational Education Act 1963

This report provides information on the inclusion of industrial arts in the state plans and actual funding for the fiscal years 1980 and 1981. A one-page summary report discusses federal legislation and funding and data collection through use of a mail questionnaire sent to state supervisors of industrial arts funding in the 50 states and Puerto Rico. Data are then presented in table form, the first table presenting FY81 data and the second presenting FY80 data. Information contained in these tables includes states listed in alphabetical order, industrial arts in state plan (yes or no), federal vocational funds expended and uses of the funds, state vocational funds exended and uses of the funds, and funds (other than vocational) expended for industrial arts. The survey instrument is appended. (YLB)

ED215209 CE032112

Shapiro, Karen Rosenkrantz

Informal and Formal Computer Training in a Corporate Setting.

Pub Date 82

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education; Autoinstructional Aids; Computer Assisted Instruction; *Computers; Educational Demand; Educational Methods; *Educational Needs; Educational Planning; Education Work Relationship; *Independent Study; Individual Needs; Information Needs; *Inservice Education; *Job Training; Nonformal Education; Postsecondary Education; Programed Instruction; Programed Instructional Materials; Student Educational Objectives

Identifiers-*Bank of America; *Informal Education

Experiences with computer education at the Bank of America suggest that, when educating nontechnical people to use computers, formal learning environments are not as effective as informal learning environments. It has become increasingly necessary to use informal training to educate the approximately 4,000 people who need the training because of the inability of the training staff to provide formal classes to all of them. At present, one-on-one training, manuals, on-line documentations, technical support programs, and video tape presentations are available for employee use; and self-paced computer-assisted instructional packages and self-paced print materials will soon be available for their use. Informal computer learning has prospered at the bank not only because of the inability of the training staff to demand, but also because potential users are geographically dispersed and would have to wait months for training; users are motivated to learn to use the computer for a specific task that would not be covered in a general presentation; and many of the people needing training are managers who would prefer to make their mistakes in private rather than be embarrassed in a class situation by lower level people who know more about computers. The bank plans to test the hypothesis that informal learning can be as effective as formal learning, as soon as materials are developed. (KC)

ED215247 CG015850

Walz, Garry R., Ed.

Career Development in Organizations.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Contract No-400-78-0005

Note-133p.

Available from-ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($10.00).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Administrator Evaluation; Business; *Career Change; Career Counseling; *Career Development; *Career Ladders; Evaluation Methods; Human Resources; Industry; Job Performance; Models; *Organizational Development; *Program Descriptions; *Staff Development

Identifiers-*Performance Appraisal

This monograph is designed to enrich the database for persons seeking to learn more about viable approaches for facilitating career development in organizations. Suggestions are given for assisting individuals to chart their careers in the company and helping organizations to develop and utilize human resources more effectively. Several topics are dealt with in depth, such as career development strategies, career change, and executive assessment. The Career Development Diamond is introduced with its four component parts: career catalyzing, career exploration, career management, and career pathing. In another chapter, the significance of data gathering in the self-exploration process is stressed. A new perspective on the use of assessment centers for organizational or individual development is also presented. (JAC)

ED215352 CS206836

Bell-Metereau, Rebecca

Human Teaching and Machine Entertainment: Should This Marriage Be Saved?

Pub Date Apr 82

Note-10p.; Paper presented at the Annual Meeting of the College English Association (13th, Houston, TX, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Instruction; College Students; *Drama; Emotional Experience; English Instruction; Higher Education; *Intermode Differences; *Literature Appreciation; *Media Research; Multimedia Instruction; Reading Comprehension; Student Reaction; *Videotape Cassettes; Visual Stimuli

Identifiers-*Audience Response; *Reader Response

To determine whether students gain more knowledge and stronger impressions from reading a play or from viewing the play on videotape, two groups of college students were presented with an excerpt from Arthur Miller's "Incident at Vichy." One group was to read the excerpt and the other group was to view the same excerpt from a public television production. After the students had read or viewed the excerpt they answered questions designed to test their comprehension and also the emotional impact of the two kinds of presentations. The students were also given a preliminary set of questions intended to insure that the two groups did not vary significantly in their attitudes toward viewing and reading or toward the subject matter of the script. Both groups of students received instructions to pay attention to detail because they would be questioned afterwards. Results showed that students seemed to have stronger emotional reactions to visual presentations than to the printed word. The viewers of the videotape seemed to find the play more interesting and emotionally affecting, and a higher percentage of students actually changed opinions of the play as a result of viewing the excerpt. The findings suggest that regardless of how a teacher may respond to visual presentations, students generally find various machines to be entertaining enhancers of the written word. (HOD)

ED215479 EC142138

Budnick, Albert, Ed.

Mainstreaming: Some Additional Perceptions from Classroom to Higher Education.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 81

Note-29p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes; *Attitudes; *Disabilities; Elementary Secondary Education; Federal Legislation; Inservice Teacher Education; *Mainstreaming; Parent Attitudes; Peer Acceptance; *Program Effectiveness; Teacher Attitudes; Teacher Education

Identifiers-Education for All Handicapped Children Act

Nine articles provide perceptions of teachers, administrators, parents, teacher educators, and others on the mainstreaming of handicapped children. In "One Parent's View of Mainstreaming," a parent recounts her son's successful experience. "Justice is Affordable--Securing the Entitlements of PL 94-142" by M. Thompson and R. Peck, reviews compliance with the Education for All Handicapped Children Act especially in New York State and City. The article titled "A Rose is a Rose is a Rose" by E. Rothman gives examples of mainstreaming gone awry and blames educational bureaucrats for such misapplications. P. Wittschen, a beginning teacher, tells about "My Experience in Mainstreaming" and proposes that successful mainstreaming depends on student motivation, teacher support, class acceptance, and parental and administration support. P. Seidenberg writes about "Meeting the Challenge of PL 94-142--A View from a Dean's Grant" and stresses the importance of communication between university and field personnel (teachers, counselors, students, and parents). "Mainstreaming--A Teacher's Perspective (What's Going on Here?)" by H. Gollub and G. Flaherty describes a New York project to deliver supportive services and training to regular classroom teachers. B. Polifka, in "Deep in the Maddening Mainstream," gives negative and positive examples of mainstreaming and suggests ongoing programs to sensitize children and adults to the needs of the handicapped, better preparation of teachers receiving mainstreamed children, and consistent parameters for behavior throughout a child's program. The final article, "Putting It All Together" by H. Greene, stresses the role of the faculty and administrators of schools of education in making mainstreaming work. (DB)

ED215551 EC142411

Baker, Peter J.; And Others

Student Attitudes toward the Handicapped.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date Oct 81
Note-153p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Attitude Change; *Disabilities; Elementary Secondary Education; Foreign Countries; *Intervention; *Program Effectiveness; *Student Attitudes
Identifiers-Alberta

The Alberta Education study of student attitudes toward the handicapped described existing levels of student awareness and attitudes about handicapped persons and determined in 134 Alberta schools if attitudes could be changed through classroom presentations. The effectiveness of two programs were evaluated--Program 1, a handicapped person presentation and Program 2, a television and teacher presentation. Findings were analyzed in terms of six research questions: what were the attitudes toward handicapped persons held by students before any programs were presented; can attitudes toward handicapped persons be changed by means of a single classroom presentation and discussion; what effects or changes in students' attitudes occurred; were changes in attitude differentially related to grade level, sex, contacts with handicapped persons or type of program presented; will the modified attitude levels be retained over a period of time; what were the attitudes of students toward the program presented to them in terms of overall evaluation, usefulness, and difficulty levels; and what were the opinions of students and teachers about the particular presentation mode they experienced. Among results were that presence or absence of a handicapped student in the school is unrelated to general attitude; programs of relatively short duration (1 hour) can significantly alter general and specific attitudes; and both types of program had an immediate, positive effect on general attitude toward handicapped persons. Appendixes, which make up more than half the document, include a review of research related to attitudes toward the handicapped; a report on classroom intervention programs for changing student attitudes toward handicapped persons; administration instructions, study instruments, and sample questionnaires; correspondence; and a map of Alberta displaying education zones. (SB)

ED215571 FL012866

Haskell, John F., Ed.

TESOL Newsletter. [Articles from] Volume XV, Numbers 1-6 (February, April, June, August, October, and December) 1981.

Teachers of English to Speakers of Other Languages.

Pub Date 81

Note-66p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Classroom Techniques; Communicative Competence (Languages); Cultural Education; *English (Second Language); English for Special Purposes; Instructional Materials; Language Teachers; Refugees; *Second Language Instruction; Teacher Certification; Teacher Education; Teaching Methods; Testing

This volume of the "TESOL Newsletter" contains a number of articles of general information to teachers including articles on the following topics: teacher training and evaluation; an overview of English as a second language (ESL) teaching today and thoughts about its future; teacher certification; teaching methods; an excerpt from a longer poem on English teaching; and the preparation of papers for oral presentation. Practical teaching considerations and techniques are presented in articles on the teaching of grammar, reading, communication strategies, writing, and English for Special Purposes. Other articles discuss ESL testing practices, computer assisted instruction, sociological aspects of teaching, teaching the refugee, Standard English as a second dialect, and the problem of teaching culture in the classroom. (Author/AMH)

ED215624 HE014984

Jenkins, Jeannette

Learning Styles: A Pivotal Point for Retention and Career Decision Guidance.

Pub Date 81
Note-17p.; Paper presented at the Annual Meeting of the National Academic Advisors Association (Indianapolis, IN, October 1981). Appended is "Description of Sample Learning Style Inventories".
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence; Career Planning; *Cerebral Dominance; *Cognitive Style; *Cognitive Tests; Diagnostic Teaching; Higher Education; *Learning Processes; Problem Solving; Teaching Methods

The importance of learning styles to student retention and career decision guidance is considered. Learning style is the way people process information and solve problems. Research on right and left brain processing, which indicates that the left hemisphere controls thoughts that are predominately rational and the right hemisphere controls thoughts that are predominately intuitive, has implications for learning styles. Findings indicate both kinds of processing are equally valuable; yet, education concentrates heavily on the left brain while ignoring the development of the right. Since students differ in learning style, certain educational approaches are more effective than others for each individual. Some researchers have theorized that learning style and mapping can be used to help determine the style of work for which one is best suited. Retention in school may also be strengthened when students are able to find the right major based on knowledge and learning style. Measures that are designed to identify learning styles are described as follows: Group Embedded Figures Test (Witkin, Oltman, Raskin, and Karp), Learning Style Inventory (Kolb), Learning Style Inventory (Dunn, Dunn, and Price), Prescription for Learning (Dixon), Learning Style Inventory (Renzulli and Smith), Cognitive Style Interest Inventory (Hill), Inventory of Learning Process (Schmeck), Learning Style Inventory (Silver and Hanson), and Transaction Ability Inventory (Gregoric). In addition, preliminary findings of research studying the relationship between learning style, grade point average, American College Testing scores, attrition, and choice of major are briefly reviewed. (SW)

ED215107 CE031740

Nunez, Ann R.; Russell, Jill Frymier

Manufacturers' Views of Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Nov 81
Contract No-300-78-0032
Note-39p.; For a related document see CE 031 741.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes; Educational Benefits; Educational Finance; *Educational Needs; Educational Objectives; *Employer Attitudes; *Manufacturing Industry; Postsecondary Education; *Program Effectiveness, *Program Improvement; School Role; Secondary Education; *Vocational Education

A survey of manufacturers was conducted by the National Association of Manufacturers (NAM) and the National Center for Research in Vocational Education to elicit the views of NAM members about vocational education--the effectiveness of vocational education, the collaborative activities between manufacturers and vocational education, and manufacturers' suggestions for improvement of vocational education. Two thousand NAM members were randomly selected and mailed the survey, with a 40 percent response. Analysis of their responses yielded the following findings: (1) most manufacturers gave secondary vocational education a "C" grade and gave postsecondary vocational education a "B" grade; (2) more than 50 percent of the respondents indicated that their company benefited from vocational education, and about 85 percent prefer hiring vocational graduates rather than nonvocational graduates for a job requiring less than a four-year college degree; (3) companies, especially large companies involved with vocational eudcation, rated it more satisfactory than companies not involved; (4) many manufacturers are willing to provide work experience programs for students; (5) manufacturers thought both job skills training and employability skills training need to be taught at the high school level; (6) they thought basics should be emphasized and that more employability skills should be taught in high school, and more courses should be offered, for adults as well as young people, at the postsecondary level; (7) the manufacturers did not favor increased spending of public funds for job placement or for training in nontraditional occupations. In general, the survey analysis concluded that vocational education is perceived as doing well and as being beneficial to employers and that they would be willing to help vocational education be more effective. (KC)

ED215138 CE031866

Thoen, Gail A.; Weiner, Janice

Creating: A Place for Women.

Pub Date [81]

Note-12p.; Not available in paper copy due to broken print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education; *Community Education; Females; Group Discussion; Group Dynamics; *Interpersonal Relationship; *Womens Education; *Workshops

Identifiers-*Support Groups

The Women's Place is a community adult education program to provide a creative environment in which knowledge, skills, and feelings can be shared in an ambiance in which meaningful relationships can develop. Its antecedent was a women's support group formed in the summer of 1978. In 1979 the YWCA was chosen as sponsor of this on-going monthly program. As the means to implement the program's aims, a unique panel method has been developed. A keynote speaker is followed by a discussion by guest panelists and then a question and answer period. The audience then is divided into small sections to which the keynote speaker assigns tasks stimulating exploration of the evening's topic. Data collected from January 1979 through July 1980 from 226 women indicated the typical Women's Place member is a comfortable middle class woman who reports highly intense dissatisfaction with herself, job, and marriage. Although afraid of change, she feels an inner pressure to do so. Data indicate success of the model is applicable to other adult education settings and contain a wide variety of topics. The model illustrates need for such programs and the fact that adult educators and community agencies are in a position to meet this need. (YLB)

ED215172 CE031931

Campbell-Thrane, Lucille

Equity from a Large City Director's Perspective. Research and Development Series No. 214P.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-21p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214P, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD 213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills; *Cultural Pluralism; Disabilities; Disadvantaged; Dropout Research; Dropouts; Employment Potential; *Equal Education; Job Skills; Minority Groups; Postsecondary Education; Secondary Education; Urban Areas; *Urban Education; *Urban Youth; *Vocational Education; Work Experience

Identifiers-Limited English Speaking

Equity in vocational education cannot be addressed until the question of urban cultural pluralism has been fully analyzed. This question involves problems of minorities, the disadvantaged, and those with limited English proficiency. Barriers facing urban youths enrolling in vocational education include close-knit ethnic pockets attempting to adhere to their own culture, dropping out before exposure to vocational education, and labor market changes (automation, immigrant workers, later retirement, large rural industrial parks, and increased numbers of working women). Strategies to eliminate barriers include caring teachers, administration and school board willingness to fund alternative methods and situations for problem students, remedial programs, and early instruction in employment and coping skills. Seven detailed solutions are teaching basic skills with meaning for the world of work, teaching employment skills, teaching job seeking skills, placing students in part-time civil service jobs, appointing state equity coordinators, restructuring jobs, and cultivating collaboration of social and community agencies with vocational educators. Areas for further research and policy consideration are federal government role, vocational education evaluation criteria for job placement, and delivery systems corresponding to needs of subcultures. (YLB)

ED215227

CE032222

Roessler, Richard T.

The Role of the Independent Living Counselor.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Pub Date Mar 82

Note-37p.

Available from-Arkansas Rehabilitation Research & Training Center, Hot Springs Rehabilitation Center, P.O. Box 1358, Hot Springs, AR 71901.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accessibility (for Disabled); Adults; Case Records; *Caseworker Approach; *Counseling Techniques; *Counselor Role; Counselors; *Daily Living Skills; Deinstitutionalization (of Disabled); Disabilities; Group Homes; Needs Assessment; *Normalization (Handicapped); Residential Care; Self Care Skills

This publication addresses the advocacy, counseling, and case management skills needed by the independent living counselor and includes a case management tool which underscores the importance of needs assessment, goal setting, and program monitoring. Based on a review of pertinent literature, the booklet contains five sections. The first secion details the independent living philosophy. This section is followed by sections describing the human and legal rights of handicapped persons and the communications skills needed by counselors. The fourth, and major, section of the publication explains case management skills needed by the counselor. According to this section, the counselor must be a case finder; needs analyst; service arranger, provider, and coordinator; goal attainment specialist; and support system designer. A case management form for independent living counseling is provided. The final section of the publication contains conclusions about the counselor role derived from the research effort and recommendations of how the counselor can fulfill them. (KC)

ED215268 CG016001

Seidman, Bert; And Others

[White House Conference on Aging, 1981. Retirement Income. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Report No-TCES-5; TCR-5
Pub Date 81
Note-100p.; Paper presented at the White Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Aging (Individuals); *Economic Status; Federal Aid; Federal Programs; *Income; *Older Adults; Poverty; *Public Policy; *Retirement; Retirement Benefits; Trend Analysis
Identifiers-*Social Security; *White House Conference on Aging

This Technical Committee Report examines four tiers of retirement income: (1) social security; (2) private and public occupational pension programs; (3) income from assets and savings; and (4) needs-tested programs. A summary of principal findings and recommendations is followed by three sections discussing the statistical basis for this report. The first section explores improvements in the economic status of the aged and points out remaining gaps. The second section examines the role of the four tiers as sources of retirement income. The final section discusses projected future population and cost trends. A more detailed discussion of committee findings and recommendations is presented in the section, "Public Policies to Encourage Adequate Retirement Income," which concludes that social security, the present and future mainstay of the elderly, should be supplemented by programs for private and non-federal government employment. The report notes that savings provide little retirement income and that retirees who can work should be helped to find and keep employment. In addition, needs-tested programs are recommended only as a last resort. A supplementary view of a committee member and an executive summary of this report are also included. (NRB)

ED215287 CG016020

Foner, Anne; Schwab, Karen

Work and Retirement.

White House Conference on Aging, Washington, D.C.

Spons Agency-National Inst. on Aging (DHHS/PHS), Bethesda, MD.

Pub Date 81

Note-38p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 990-CG 016 022. Best copy available.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences; Aging (Individuals); Coping; *Employment; *Individual Characteristics; *Life Satisfaction; Negative Attitudes; *Older Adults; *Retirement; *Social Environment; State of the Art Reviews; Stereotypes; Stress Variables

Identifiers-*White House Conference on Aging

Much research data are available on work and retirement which discounts the image of retirement as an affliction imposed on older workers. These findings indicate that increasing numbers of workers choose to retire before any mandatory age, few wish to return to work, and most are content with their retirement lives; however, negative views about retirement and about older workers persist. The failure of gerontological, psychological, and sociological theories to consider the impact of social forces and dynamic age-related processes on older people has helped to perpetuate misconceptions of retirement and the capabilities of older workers. Changes in the social context of retirees include increased acceptance of the retirement role, the definition of retirement as a right, and the presence of greater numbers of retirees. These factors, together with material and social supports, have eased the worker's transition to retirement. Other processes associated with aging also reduce stress and help in coping with retirement, including lowering expectations, reevaluating rewards, and maintaining activities outside of work. Future policymakers must examine societal changes and personal characteristics of potential retirees in order to construct viable policies. (NRB)

ED215308 CS006602

Iran-Nejad, Asghar; Ortony, Andrew

Cognition: A Functional View.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Report No-CSR-TR-231

Pub Date Feb 82

Contract No-400-76-0116

Note-83p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Biological Influences; *Cognitive Processes; *Comprehension; Epistemology; Memory; Models; *Neurolinguistics; *Psycholinguistics; Reading Research; Theories

Identifiers-*Schemata

Proposing a shift in the locus of theoretical analysis of cognition, this paper argues that cognitive functioning may be more readily characterized without the mediation of long-term mental associations and structure. An account of cognition is proposed in which mental relations are transient functional relations, and in which psychological permanence is a functional characteristic of the neuronal system, making cognition a "psychobiological" phenomenon. The literature relevant to this psychobiological character of cognition is discussed, and the central concept in this approach to cognition--the schema-of-the-moment--is examined, emphasizing a functional organization created by the activity of anatomically distributed constellations of neuronal elements. Comprehension, remembering, learning, awareness, and affect also are discussed briefly in terms of this active neuronal schema-of-the-moment and the direct role of the nervous system in cognitive functioning. (Author/RL)

ED215330 CS006641

Duffy, Thomas M.; U' Ren, Paula Kabance

The Role of Word Difficulty and Sentence Length in Text Comprehension.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No-NPRDC-TR-82-44

Pub Date May 82

Note-36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aptitude; Adults; *Language Processing; Military Personnel; *Readability; *Reading Comprehension; *Reading Difficulties; *Reading Research; *Sentence Structure; Textbook Preparation

Identifiers-*Language Simplification

The relationship of readability, "readable writing" techniques, and comprehension was evaluated in a series of five experiments involving United States Navy recruits. Eight expository passages from a standardized reading test were revised by using word lists to simplify the vocabulary and a restriction in syntactic structure to simplify the sentences. The passages were presented to recruits in five different conditions in which the reading task (reading-to-do or reading-to-learn), the time allowed for reading, and the comprehension test format (multiple choice or cloze) were varied. Results showed that, with the exception of one instance, the readable writing revisions had no practical effect on comprehension regardless of the reading skills of the recruits. The one positive instance of practical significance was for low ability readers when the reading task was in a reading-to-learn format. The results indicated that readable writing revisions can facilitate comprehension only under very particular circumstances, and that changes in the readability score are not in any way predictive of the changes in comprehension. Thus, a readability formula score is neither an effective guideline nor an effective criterion to impose on a writer. (Materials used in the experiments are appended.) (FL)

ED215395 EA014452

Owen, John M.

User Characteristics Associated with the Implementation of a Curriculum Innovation--An Australian Example.

Spons Agency-Curriculum Development Centre, Canberra (Australia).
Pub Date 78
Note-16p.; Paper presented at the International Conference in Science Education, Bat-Sheva Seminar (Rehovet, Jerusalem, Israel, July 23-August 3, 1978).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Foreign Countries; *Institutional Characteristics; *Instructional Innovation; Interprofessional Relationship; National Surveys; *Science Education; *Science Teachers; Secondary Education; Secondary School Science; *Teacher Characteristics
Identifiers-*Australia (Victoria); *Australian Science Education Project; Openness

A 1975-77 study examined those characteristics of Australian secondary schools and science teachers associated with the use of innovative curriculum materials developed by the Australian Science Education Project (ASEP). Researchers monitored a national sample of 267 schools on their use of ASEP materials, surveyed 1,699 of the schools' science teachers, and made regular site visits to several schools in the state of Victoria. Survey data were gathered from each school's science department on its organization (or effective use of ASEP materials), cooperation among teachers, openness to innovation, interaction or linkage with external resources, and knowledge of ASEP innovations. Using discriminant and cluster analysis, the researchers studied ASEP users in each state. Further analysis in Victoria, using case studies, identified four groups of ASEP users: (1) above-average users open to innovation, (2) below-average users with little openness to innovation and few external linkages, (3) average users with little openness and few linkages, and (4) below-average users with adequate linkages but low openness to innovation. According to the results, less than half the schools had conditions conducive to ASEP innovations. The researchers suggest that teachers need more links to external resources. (RW)

ED215415 EA014515

Fearen, William

A Review of Cases Pending Before the United States Supreme Court.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-13p.; Chapter 15 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-Busing; Censorship; Court Litigation; Disabilities; *Educational Legislation; Elementary Secondary Education; Higher Education; Racial Discrimination; *School Law; State Church Separatior

Identifiers-Education for All Handicapped Children Act; *Supreme Court; Title IX Education Amendments 1972

This article, the fifteenth chapter of a book on school law, presents a sketch of education cases for which a hearing has been granted by the Supreme Court or for which petitions are pending. Hearings have been granted to education cases in five areas: church-state relationships, Title IX, book censorship, busing, and P.L. 94-142. Regarding church-state relationships, the Court will examine whether a religious university can lose tax-exempt status for racial discrimination and whether the U.S. government may transfer a building to a religious college. Two Title IX cases concern the law's applicability to employment. In a First Amendment case, the Court will examine a school board's removal of books from a library. Two busing cases revolve around whether a state statute and constitutional amendment prohibiting busing violate equal protection. In the case concerning education of the handicapped, the Court will look at whether a school district must supply an interpreter for a deaf child. Cases that may also be decided by the Court concern search of students, aliens' access to education, expulsion of mentally handicapped students, voluntary prayer, dismissal of staff members, distribution of political materials on campus, sex discrimination in employment, and racial discrimination in university admissions, in the St. Louis schools, and in teacher discharges. (Author/JM)

ED215528 EC142188

Des Jardins, Charlotte; And Others

How to Get Services by Being Assertive. For Parents of Handicapped Children and Their Helpers.

Co-Ordinating Council for Handicapped Children, Chicago, Ill.

Pub Date 80

Note-133p.

Available from-Coordinating Council for Handicapped Children, 220 S. State St., Room 412, Chicago, IL 60604 ($5.00 plus $1.00 postage and handling, quantity discount available).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Assertiveness; *Child Advocacy; Civil Rights; *Disabilities; Due Process; Elementary Secondary Education; Individualized Education Programs; Parent Attitudes; *Parent Role; Parent School Relationship

The handbook presents exercises to help parents of handicapped children become more assertive in securing services for their children. An introductory section explains the basic premises of the handbook: (1) that parents are equal partners with professionals; (2) that parents are the authority on their child; and (3) that parents have 10 specific rights, including rights to question decisions regarding their child and to make mistakes without feeling guilty. Assertive and nonassertive behaviors are contrasted. A second section is devoted to developing positive attitudes while eliminating negative ones, and contains chapters with titles such as "How to Get Rid of the Shakes and Put Punch in Your Speeches" and "How to Put Down the Put Down." The third section, on assertiveness at special education meetings, discusses the parents' role in individualized education program meetings and due process hearings. Assertiveness exercises follow which focus on dealing with the bureaucracy through such techniques as repetition and escalation. A section on assertiveness with bureaucrats and public officials includes suggestions for public hearings and use of the media. A final section presents accounts of parents and family members who achieved success through assertive behavior. (CL)

ED215592 HE014527

Bruce, Ellen; And Others

Foundations and Public Information: Sunshine or Shadow? Preliminary Findings from a Study of the Public Information Accountability of the Country's Largest Foundations.

National Committee for Responsive Philanthropy, Washington, D.C.

Pub Date May 80

Note-84p.

Available from-National Committee for Responsive Philanthropy, 810 18th St., N.W., Suite 408, Washington, DC 20006.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Accountability; *Disclosure; Evaluation Methods; Expenditures; Financial Policy; Governance; *Grants; Income; *Information Dissemination; Institutional Administration; *Philanthropic Foundations; *Private Financial Support; Program Proposals; Publications; Standards

Identifiers-Program Objectives

The types of written information that the largest foundations in the United States voluntarily make available to the public were studied. Of the 208 foundations contacted, 150 were the largest grant-making foundations, 30 were the largest community foundations, and 28 were the largest corporate foundations. The response rate to written and telephone requests was 75 percent. A rating form was used that focused on 22 key items of information in 5 categories: (1) grant-making interests and policies (e.g., statement of program/funding priorities); (2) grant proposal application and evaluation procedures; (3) recent grants data (e.g., names and locations of grantees); (4) governance information (e.g., list of board of directors/trustees); and (5) finances (e.g., simple information about income, expenses, assets, and liabilities). Findings include the following: almost 60 percent of the country's largest foundations do not meet an acceptable standard for providing information to the public, and half of these foundations refuse to provide any information to the public when requested; of the other 40 percent of the 208 foundations studied, most provide an acceptable quality of information, while a few (4 percent) score excellent; the most neglected category is financial information; the next most neglected category is information about recent grants; the type of foundation that most consistently provided essential information is the community foundation. Information is provided by specific foundations, and a sample questionnaire is appended. Federal government requirements for foundation accountability are also presented and accountability issues are discussed. (SW)

ED215191 CE032023

Payne, James; And Others

Data Processing Curriculum Guide.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date [82]

Note-339p.

Available from-Michigan Vocational-Technical Research Center, 133 Erickson Hall, Michigan State Univ., East Lansing, MI 48824.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Behavioral Objectives; Competence; *Competency Based Education; *Computers; Curriculum Guides; *Data Processing; *Data Processing Occupations; Guidelines; Instructional Materials; *Job Skills; Learning Activities; Postsecondary Education; Pretests Posttests; *Programing; Resources; Vocational Education

Identifiers-*Keypunch Operators

This competency-based data processing curriculum guide consists of a total of 65 curriculum worksheets dealing with data entry, computer operations, and computer programing. Provided in each worksheet are the following materials: a duty title, a task description, a pretest, references and resources, student learning activities, teacher activities, necessary tools/equipment, conditions necessary for completing each task, evaluation criteria, and a posttest. Representative data entry tasks covered include manipulating various knobs, switches, keys, and levers; analyzing job descriptions; assessing device malfunctions; analyzing data fields and written information in technical manuals; writing job information; and placing media in storage areas. Various computer operations tasks are addressed, including arranging a group of jobs, reading and analyzing operating instructions, manipulating switches and keys, analyzing console-produced messages and written descriptions in technical manuals, logging in information, comparing computer-produced output to job description samples, and interpreting device and system performance. Among those computer programing tasks examined in the guide are the following: analyzing program requests, program specifications, and written descriptions; writing language statements; reviewing, keying, and writing source statements; analyzing output data and error notation; writing operating instructions; and designing data. (MN)

ED215373 CS503775

Henry, David

New Myths, Old Realities: The Rhetoric of "Reaganomics."

Pub Date Feb 82

Note-17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills; *Discourse Analysis; Economics; *Persuasive Discourse; Politics; Public Opinion; Public Relations; *Public Speaking; Speech Communication; *Speech Skills; *Symbolism

Identifiers-*Reagan (Ronald)

A study of President Ronald Reagan's speeches reveals not only a President intent on "identifying directly with the people," but a spokesman adept at the use of symbolic communication as well. Probably the most obvious symbol of the campaign for economic renewal is the term "Reaganomics" itself. Referentially, it has come to stand for the particular policy objectives advocated in the President's recovery plan; as a condensation symbol, it means much more. Through the creation and nurturing of myths, and the resurrection of ritual and ceremony in the White House, the President has endowed "Reaganomics" with far more sublime connotations. Reagan is also effective in using the myth of the American hero and stories of the nation's origins; his skill in appealing directly to the people first to educate them, and then to motivate them to act, has proved immensely valuable in his efforts to mold the public's perceptions about the nation's economic plight. Moreover, shaped largely by Reagan's use of ritual and myth, the rhetoric of "Reaganomics" reveals substantial symbolic dimensions. It would seem safe to assume that symbols, myth, and ritual will continue to surface in the President's messages. (HOD)

ED215457 EC142116

Grogan, Marian; And Others

Involving Parents in the Delivery of Services to Handicapped Children.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 80

Note-43p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Demonstration Programs; *Disabilities; Elementary Secondary Education; Models; *Parent Participation; *Parent Role; *Parent School Relationship; Program Descriptions

Identifiers-Child Service Demonstration Centers; Handicapped Children Model Programs

The state of the art in involving parents in the education of their handicapped children is reviewed, and model program approaches for increasing their participation are described. Background aspects considered include research findings that demonstrate the importance of parent involvement, and a review of legislative mandates on the topic. The conceptual framework of parent involvement components of Child Service Demonstration Centers (CSDCs) and Handicapped Children Model Programs (HCMPs) is detailed. The mirror model is said to address both needs and strengths of participating parents in levels of professional service for parents (providing general information to parents, sharing information with individual parents, developing parent education workshops, providing indepth counseling or therapy), and in parental services for professionals and parents (obtaining information from parents, involving them in individualized educational programs, using them as volunteers and advisors, and finally, using parents as trainers). Examples of HCMPs and CSDCs are given to illustrate each of the levels in the mirror model. A summary section reviews differences in programs serving parents of mildly and severely/profoundly handicapped students. (Listings of the CSDCs and HCMPs referred to in the text are appended.) (CL)

ED215503 EC142163

Transition Education & the Disabled: A Bibliography Prepared by the AEC Standing Committee on Transition Education.

Australian Education Council, Melbourne.
Report No-ISBN-0-7241-8248-9
Pub Date 81
Note-58p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Choice; *Disabilities; Education Work Relationship; Employment; Foreign Countries; Hearing Impairments; Mental Retardation; Multiple Disabilities; Physical Disabilities; Postsecondary Education; *Transitional Programs; Visual Impairments
Identifiers-Australia

The annotated bibliography presents 73 citations designed to help teachers and employers better understand the needs and career aspirations of handicapped school leavers in Australia. Entries include author, title, source, date, and pagination information for the following topic areas: policy and objectives; programs and practices for physically, mentally, sensory, and multiply handicapped; employment opportunities; and philosophy and concepts. Author and subject indexes are also provided. (CL)

ED215089 CE031537

Tindall, Lloyd W.; And Others

Status Report of Interagency Linkages at the State Level. Vocational Education Models for Linking Agencies Serving the Handicapped.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jan 81

Contract No-300-79-0671

Note-108p.; For related documents see CE 031 538 and CE 031 714.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Access to Education; Adult Education; Agency Cooperation; *Disabilities; Educational Cooperation; *Linking Agents; *Models; Needs Assessment; Postsecondary Education; Program Administration; Program Development; *Program Effectiveness; Secondary Education; Services; *State Agencies; Success; *Vocational Education; Workshops

A product of the Project on Vocational Education Models for Linking Agencies Serving the Handicapped, this status report consists of group consenses and individual response worksheets pertaining to the status of linkages among agencies serving handicapped vocational students. (The above-mentioned project is designed to help the states meet the needs of students at the secondary, postsecondary, and adult levels by examining those components of interagency linkages that are necessary to ensure accessibility and delivery of supportive services to handicapped people in vocational education.) Discussed in an overview of the project are its goals and major activities and accomplishments (state participation, advisory committee input, model state selection, and the model plan goal). In a summary of the group consensus at project-sponsored state team meetings, various factors affecting and effecting linkages are covered, including administrative structure, staff positions, coordination concerns, advocacy and advisory groups, internal political issues, and legislative committees. Individual team member responses to worksheets concerning agency linkages are also summarized. (A related description of agencies and organizations and a handbook on developing effective linking strategies are available separately--see note.) (MN)

ED215156 CE031915

Campbell-Thrane, Lucille; Silvani-Lacey, Cindy

Equity in Vocational Education: A Futures Agenda. Research and Development Series No. 213.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jun 81

Contract No-300-78-0032

Note-84p.; Proceedings of the National Equity Colloquium (Columbus, OH, February 1980). For related documents see CE 031 916-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD213, $5.50; set of 17 papers, RD214, $30.00; Individual papers, $2.35 each. Quantity discounts available).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Access to Education; Affirmative Action; Educational Discrimination; Educational Opportunities; *Equal Education; *Equal Opportunities (Jobs); *Futures (of Society); Nondiscriminatory Education; *Racial Discrimination; *Sex Discrimination; *Vocational Education

This publication contains the two keynote presentations from the National Equity Colloquium and a synthesis of papers on equity from multidisciplinary perpectives. In "The Future of Educational Equity" Shirley D. McCune focuses on three questions of importance in developing strategies to gain equity: (1) What is the current concept of educational equity and how may this need be modified? (2) What are trends in society and education that provide a context for seeking equity? and (3) What are tasks that must be accomplished to continue the search for educational equity? In "The Justice of Equity" Samuel D. Proctor discusses bases for belief in the dignity of persons; five stages of development--disintegration, survival and acculturation, alienation, lawsuits, and reintegration; and implications for education, including professionalism and vicariousness. The overview, "Equity and Vocational Education: Guidelines for the 1980s," synthesizes 17 papers about equity and vocational education from three major perspectives: selected academic disciplines, vocational education, and special interest group advocacy. It describes a concept of equity and examines the current status of equity in vocational education by focusing on eight commonly agreed upon problems and issues. Recommendations for the future are then explored. Brief summaries of the papers conclude the publication. (YLB)

ED215248 CG015851

Denney, Nancy W.

A Model of Cognitive Development Across the Lifespan.

Pub Date Aug 81

Note-43p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Ability; *Adult Development; *Age Differences; Aging (Individuals); Aptitude; Cognitive Ability; *Cognitive Development; Developmental Psychology; Developmental Stages; Individual Development; Models; *Performance Factors; *Training

This paper presents a model of cognitive development across the life span that is designed to integrate the diverse empirical evidence in the area of cognitive development in childhood and adulthood. Relevant research is reviewed in the relationships between performance and age, and the effects of training on performance. A model is then proposed which: (1) draws a distinction between an individual's unexercised ability level (the level of performance that would be expected if the individual had no exercise and/or training on the ability in question) and an individual's optimally-exercised ability level (the level of performance that would be expected if the individual had optimal exercise and training); (2) suggests that both unexercised and optimally-exercised ability levels increase with age up to early adulthood and decrease gradually thereafter; and (3) suggests that the region between the two ability levels also increases during childhood and decreases during later adulthood, thereby indicating the extent to which exercise and/or training can effect performance. This model is

shown to be consistent with different types of empirical findings. Additionally, limitations of the model are discussed. (NRB)

ED215435 EA014580

Study of ESAA Funded Programs to Reduce Disproportionate Disciplinary Actions against Minority Students. Technical Report.

J W K International Corp., Annandale, Va.
Spons Agency-Office of Program Evaluation (ED), Washington, DC.
Report No-JWK-TR-C-524
Pub Date 26 Jan 81
Contract No-300-79-0698
Note-168p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Demonstration Programs; *Discipline; Discipline Policy; Elementary Secondary Education; *Federal Programs; *Minority Group Children; Program Evaluation; *Racial Discrimination; *Recordkeeping; Records (Forms); Reliability; Success; Tables (Data); Validity
Identifiers-Emergency School Aid Act 1972

To evaluate a program funded under the Emergency School Aid Act (ESAA) to reduce disproportionate disciplinary actions against minority students, researchers selected 15 of the 78 school districts receiving such ESAA funding and examined the reliability and validity of district data on disciplinary actions, described the ESAA programs, assessed the programs' overall value, and identified the attributes of the more successful programs. Data were gathered through one-week site visits that included program observation, data and recordkeeping reviews, and interviews with 92 central office staffers and 199 school staff members. The 15 schools covered grade levels 5-12 and represented a variety of geographic regions, socioeconomic levels, enrollment patterns, and minority groups. Variables examined included the percentage of minority students and staff, residential location, disciplinary code, administrative methods, and staff development activities as well as ESAA programs' duration, conceptual models, facilities, staffing, and services. The researchers identified fifteen conclusions and made four recommendations, including defining disproportionate minority disciplinary actions, developing a national system for classifying and recording disciplinary actions and a model for eliminating disciplinary discrimination, and establishing requirements for federally funded disciplinary programs. Five appendices present a glossary, ESAA program data and descriptions, interview schedules, and sample discipline reporting forms. (RW)

ED215572 FL012870

Vinel, Jim; And Others

Oral Language Development (Grades 4-9).

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date 81

Note-160p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Class Activities; Curriculum Guides; Educational Objectives; Elementary Education; *Language Arts; Skill Development; *Speech Communication; *Verbal Ability

This curriculum guide contains three basic sections: (1) a set of objectives for delivery skills, communicating ideas, and creative dramatics; (2) an activity card file for each of the three skill areas; (3) and an evaluation section including sample critiques and techniques for evaluation. Included in the objectives and activities sections are several lists of factors to consider in each of the oral skills areas. The guide concludes with an annotated bibliography for oral language education and appendixes on interpretation and common signs and symbols. (Author/AMH)

ED215608 HE014949

Quay, Richard H.

On the Nature of Policy and Administration in Higher Education: A Bibliography of Algo D. Henderson. Public Administration Series: Bibliography P-947.

Pub Date Apr 82

Note-11p.

Available from-Vance Bibliographies, P.O. Box 229, Monticello, IL 61856 ($2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administration; *Administrators; *College Administration; Community Colleges; *Educational Policy; General Education; *Governance; *Higher Education; Medical Education; *Professional Education; Social Change; Statewide Planning

Identifiers-*Henderson (Algo D)

A bibliography of materials authored, co-authored, or edited by Algo D. Henderson (1932-1978) on the nature of policy and administration in higher education is presented. Topics include: general education in the community college, training university administrators, admitting black students to medical and dental schools, liberal education in the mid-twentieth century; social change and educating for the professions, innovations in medical education, the administrator/student conflict, colleges and universities as agents of social change, effective models of university governance, the role of the governing board, the economic aspects of higher education, higher education as a field of study in the university, state planning and coordination of public and private higher education, tuition, improving decision-making through research, policies and practices in higher education, directions for research in higher education, liberal arts college and teacher education, equality of opportunity, college for the post-war student, education for democracy, and Antioch College. (SW)

Appleby, Judith A.

Vocational Needs Assessment and Curriculum Development. Vocational Education Curriculum Specialist, Module 7.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date 81
Contract No-300-78-0562
Note-78p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.
Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Education; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; Economic Research; Educational Administration; Higher Education; Instructional Materials; Labor Economics; *Labor Needs; Learning Activities; Learning Modules; Management Development; *Needs Assessment; Postsecondary Education; Program Administration; Program Improvement; *Program Proposals; Secondary Education; Student Interests; *Student Needs; Tests; *Vocational Education; Vocational Interests
Identifiers-Curriculum Management; *Vocational Education Curriculum Specialists

One of five modules in the curriculum development series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into four sections, each based on one of the goals. Section 1 explains how a vocational needs assessment contributes to the curriculum development process. Focus of Section 2 is on techniques for conducting labor needs analyses. The third section then examines techniques for identifying student needs. The final section shows how needs assessment information can be used to propose new or improved vocational programs. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. A concluding activity and carrier project are provided here. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215139 CE031867

Brailsford, Amelia T.

The Effectiveness of Cooperative Education.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date Jan 82

Note-46p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cooperative Education; Coordinators; *Employer Attitudes; High Schools; *Outcomes of Education; *Program Effectiveness; Program Implementation; *Program Improvement; Student Attitudes; Vocational Education

Identifiers-*South Carolina

A project was conducted to obtain information about the effectiveness of the cooperative vocational education method through an examination of evaluations conducted in other states and an analysis of data gathered in South Carolina. The evaluations conducted in other states (reviewed through the literature) provide evidence to support the conclusion that participation in cooperative education programs can provide many benefits to vocational students, such as less employment, faster location of full-time employment after graduation, obtaining jobs related to their field of study, feeling job satisfaction, faster wage increases, higher ratings from employers, and a positive attitude about the cooperative program. Evidence has also been found to indicate that employers who participate in cooperative programs feel that the method is helpful and that participation is beneficial to the participating business as well as to the students. The one effectiveness outcome measured for South Carolina (ratings by employers), gathered from existing data, did not indicate that the participating students received significantly higher employer ratings than did the non-cooperative program students. The ratings for both groups were high, however, and the indication from the South Carolina data is that the cooperative programs and the regular vocational programs are doing an excellent job of training students. It was recommended that cooperative programs include factors which were identified as promoting success; namely, having coordinators who are well trained and competent in relations with employers, having maximum integration of classwork and on-the-job training, securing high quality training stations, having active and involved advisory committees, and hiring coordinators on a ten-month basis. (KC)

ED215210 CE032114

Mertens, Donna M.; Gardner, John A.

Educational and Employment Experiences of the Younger Adult Worker.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 82

Contract No-300-78-0032

Note-39p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY 1982). For a related document see CE 031 902.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Apprenticeships; Educational Attainment; *Educational Experience; Educational Research; *Education Work Relationship; *Employment; Employment Experience; Job Training; National Surveys; Outcomes of Education; Postsecondary Education; Salaries; Secondary Education; Surveys; *Vocational Education; *Young Adults

The Younger Adult Worker (YAW) study examined the systematic long-term relationship between exposure to vocational education and various indices of educational and employment outcomes. A telephone survey of 1539 young adults between the ages of 20 and 34 supplemented information from the 1966-78 National Longitudinal Surveys of Labor Market Experiences for Young Men and Young Women and National Longitudinal Study of the High School Class of 1972. Analysis showed completion of a public postsecondary vocational program was positively associated with the marketing area for YAW men. For the class of 1972 a significantly positive coefficient was found for the trade and college prep variables. College prep and high socioeconomic status were positive predictors of college completion for the YAW sample. Significant negative predictors were the trade area for men and the business area for women. Trade areas were significantly positively associated with completion of apprenticeship training. Positive earnings effects were found for male marketing and trade and female business and trade graduates. Graduation from a vocational high school curriculum was negatively associated with completion of traditional postsecondary education, but positively associated with completion of nontraditional postsecondary. Study results strongly indicated sex stereotyping in vocational programs and employment. (Data tables comprise approximately one-half of the report). (YLB)

ED215353 CS206839

Lally, Tim

Towards a Definition of Advanced Composition.

Pub Date Mar 82

Note-10p.; Best copy available. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Standards; Definitions; Higher Education; Student Characteristics; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Skills

Identifiers-*Advanced Composition

Advanced composition is difficult to define because of the complexities implied by each of the two terms, "advanced" and "composition." The word "advanced" is loaded with positive connotations that generally suggest progress. However, the progress expected of a class of students at one institution may not agree with the progress expected at another, suggesting that "standards" vary from instructor to instructor. Perhaps one approach to the problem of "standards" is to distinguish between local and transferable writing skills. Local skills, such as editing skills that the advanced composition students would have already learned, can be taught directly. Transferable skills are acquired rather than learned and include syntactic fluency, control of diction, sense of audience, organizational ability, and persuasiveness. Advanced composition students must already have acquired a relatively high degree of ability with all the transferable skills. Distinguishing between product (writing) and process (composition), advanced composition may be seen as different from advanced writing because composition relies on a self-critical, systematic, and disciplined study of the process by which advanced writing is produced. A more satisfying definition of advanced composition should concentrate on effective ways of teaching the local skills of writing and on workshop exercises that successfully integrate local and transferable skills. (HOD)

ED215480 EC142139

Cataldo, Christine, Ed.

The Early Years: Focus on the Young Child and Family.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 81

Note-33p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Child Development; Curriculum; Day Care; *Disabilities; Educational Diagnosis; *Family Influence; Infants; Kindergarten; Language Acquisition; *Parent Role; Preschool Education; Prevention; Severe Disabilities; Special Education; *Young Children

Fourteen brief articles focus on the young handicapped child and his family. Articles have the following titles and authors: "Elements of Early Care and Education" (W. Fowler); "Mothers and Fathers--The Special Child's Special Resources" (M. Lamb); "Child Development--Knowledge and the Special Educator" (A. Honig); "The Handicapped Child in the Preschool Setting--The Immigrants vs. the Natural Model" (A. Kozen, S. Zippiroli); "Language Errors Aren't Just Mistakes--They're Puzzles for Us to Solve" (J. Duchan); "Infancy--A Special Beginning" (L. Geismar, C. Cataldo); "Curricular Planning Issues in the Education of the Young Severely Handicapped" (D. Pomerantz, K. Gradel); "Prevention of Problems in Children--The 'Executive Function' of the Family" (M. Rappaport); "Curriculum for the Very Young, Have We Forgotten Something?" (J. Sparling); "Kindergarten Issues with Implications for Special Education" (R. Salzer); "Day Care and the Exceptional Child" (A. Potenza); "Some Perspectives on Assessment in Early Childhood" (J. Bondurant); "The Young Child in Action--A Photo Essay" (The Cantalician Center for Learning and SUNY at Buffalo); and "A Bibliography--An Early Childhood" (C. Cataldo). (DB)

Notice of Regents' Hearings: Review of the Regulations of the Commissioner of Education, Subchapter P, Pursuant to Sections 207, and 4403 of Education Law, Subpart 200-2--Handicapped Children.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
Pub Date Jan 82
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Definitions; Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Individualized Education Programs; Program Development; *State Aid; *State Legislation; *State Programs; *State Standards
Identifiers-*New York

The document contains a copy of Subpart 200-2 of the Regulations of the Commissioner of Education of the State of New York covering the purpose of the Regents' Hearings on education of handicapped children and a revised timetable for action by the Board of Regents. Fourteen subsections address the following topics: definitions; board of education responsibilities; committee on the handicapped; procedures for referral, evaluation, individualized education program development, placement, and review; procedural due process; program standards for education programs for students with handicapping conditions being educated in private schools and state operated or state supported schools; state reimbursement to private schools and special act school districts educating children with handicapping conditions who have been enrolled pursuant to Article 89 of the Education Law; reimbursement to certain state operated and state supported schools for blind, deaf, and severely handicapped children pursuant to Articles 85, 87, and 88 of Education Law and Chapter 1060 of the Laws of 1974; reimbursement to schools approved to provide educational services to deaf infants pursuant to Section 4204-a of the Education Law; admission to public schools of children residing in facilities of the Office of Mental Health and the Office of Mental Retardation and Developmental Disabilities; state assistance for the transportation of handicapped pupils pursuant to Section 4405 of the Education Law; and educational programs for autistic pupils. (SB)

ED215625 HE014986

Lawrence, Judith K.; And Others

The Handicapped Student in America's Colleges: A Longitudinal Analysis. Part 1. Disabled 1978 College Freshmen.

Higher Education Research Inst., Inc., Los Angeles, Calif.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date [81]
Grant-G008001875
Note-562p.; For related document see HE 014 987.
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-*Academic Aspiration; Career Choice; Cohort Analysis; College Choice; *College Freshmen; College Housing; College Planning; *College Students; Comparative Analysis; *Disabilities; Educational Background; Hearing Impairments; Higher Education; Institutional Characteristics; Longitudinal Studies; Mainstreaming; Majors (Students); Multiple Disabilities; Parent Background; Physical Disabilities; Records (Forms); Sex; Socioeconomic Background; *Student Attitudes; Student College Relationship; Student Costs; Student Educational Objectives; Visual Impairments

Responses of approximately 5,000 disabled freshmen who, when they entered college as first-time, full-time students in 1978, completed the Student Information Form (SIF) comprise this longitudinal study of the disabled student in higher education. Contents are as follows: (1) Introduction (overview, methodology, and sample); (2) Comparisons by Disability Status, Gender, and by Disability Area (demographic characteristics, family background, high school background, college choice and freshman residence, college finances, college plans and expectations, and attitudes and values); (3) Comparisons by Disability Status, and by Level and Control of Institution (demographic characteristics and family background, high school background, college choice and freshman residence, college finances, college plans and expectations, and attitudes and values); (4) Summary of Findings (disabled and nondisabled freshmen, profiles of the eight disability groups, and profiles of disabled and nondisabled entrants to the six institutional types, and implications). Among the findings are: disabled freshmen were somewhat more likely to register at 2 year colleges, but were represented at all types of higher education institutions; men slightly outnumbered women in the disabled group; disabled students were at a slight disadvantage vis-a-vis nondisabled students with respect to educational preparation; disabled students were more likely to possess the characteristics of "nontraditional college students" and to evidence less financial dependence on their parents; politically, the disabled were less likely than the nondisabled to characterize themselves as middle-of-the-road; the disabled were more likely to live in private housing; and the disabled, despite their slight socioeconomic and educational disadvantages, had high aspirations, and tended to prefer more traditional academic fields. Appendices include: 1978 Student Information Form; father's occupation; mother's occupation; major; student occupation; region categories; and 1981 follow-up survey of 1978 disabled freshmen. References are provided. (LC)

ED215228 CE032225

DeLong, Thomas J.

The Career Orientations Inventory: Assessing the Career Needs and Values of Educators.

Pub Date [82]

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Development; Career Education; *Career Planning; *Decision Making; Goal Orientation; *Individual Needs; *Self Concept; Talent; Values

Identifiers-*Career Anchors Model; *Career Orientations Inventory

The career anchor model describes one's self-perceived needs, values, and talents and has the potential to serve as an information base for individuals contemplating a career change or for organizations seeking to aid individuals in career planning. Five career anchors or central areas are seen as guiding individuals' career decisions: security, technical/functional competence, managerial competence, creativity, and autonomy. Less common career variables are identity, service, and variety. A questionnaire using four-point Likert-type scale items has been developed to measure the career anchors and variables. Analysis of data from a study using the questionnaire determined that the instrument did not collect information regarding self-perceived talents of the respondents. It more accurately measured career orientations--career attitudes, values, and needs. The career anchor is therefore a composite of one's career orientations and self-perceived talents. Identifying one's career anchor can be accomplished through use of the Career Orientations Inventory along with an interviewing or self-diagnostic process. Human resource planning must take into account an individual's career anchor and provide for encouragement of career decision making. (YLB)

ED215309 CS006603

Anderson, Richard C.

Allocation of Attention during Reading.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-CSR-TR-232

Pub Date Feb 82

Contract No-400-76-0116

Note-35p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attention; Cognitive Processes; *Cognitive Style; Discourse Analysis; *Epistemology; *Literature Reviews; Reading Processes; *Reading Research; *Recall (Psychology)

Identifiers-*Schemata

One of the most consistent findings of research on discourse is that important text information is better learned than less important information because readers devote more attention to the important information. There is now very good reason to believe that questions cause readers to attend selectively to question-relevant information and that a process supported by the extra attention causes more of the question-relevant information to be learned. However, despite superficial appearances, attention does not lie on the causal path between the interest value of a sentence and the learning of this sentence. Children do pay more attention to interesting sentences and they do learn more interesting sentences. However, a deep analysis suggests that the extra attention is a secondary phenomenon. So far, research on whether attention plays a part in the learning of information important in the light of a reader's perspective has been inconclusive. The problem may not be so much with the concept as with the method of assessing the level of cognitive effort using discrete secondary task probes. (HOD)

ED215331 CS006642

Gehrke, Nathalie J.; And Others

Reading in Content Areas: A Comparative Study of Attitudes, Perceptions, and Practices of Preservice and Inservice Secondary Teachers.

Pub Date Apr 82
Note-19p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (8th, Portland, OR, April 1-3, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis; *Content Area Reading; Inservice Teacher Education; Preservice Teacher Education; *Reading Instruction; *Reading Research; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; *Teacher Role; Teaching Methods

A questionnaire that had been devised to measure teacher attitudes toward reading instruction, their perceptions of others' expectations that they will incorporate reading skills instruction into their classes, and their knowledge of reading instruction methods was administered to 253 secondary school content area teachers and to 51 preservice teachers in various subject areas. The content area teachers were from eight different schools, one of which was engaged in a year-long program of inservice training in reading instruction. Of the preservice teachers, 20 were enrolled in a course in reading in the secondary school. Analysis of their responses revealed that teachers in the inservice program and preservice teachers in the reading class scored higher than their colleagues in working knowledge of reading instruction methods and had more positive attitudes toward reading and reading instruction. These teachers were also more likely than their untrained colleagues to perceive others as expecting them to be involved with reading instruction. (FL)

ED215374 CS503783

Samosky, Jack A.; Baird, John E.

Persuasion vs. Oratory: Is It Time to Resurrect the Speech to Stimulate?

Pub Date Feb 82
Note-18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Competition; Higher Education; *Persuasive Discourse; *Public Speaking; Secondary Education; *Speech Communication; *Speeches; *Speech Skills
Identifiers-*Forensics

The teacher-coach involved in a contemporary speech tournament rarely, if ever, hears eloquent speeches. The forensic vigor of oratory may be restored through a form of address called the speech to stimulate or the epideictic oratory. Such speeches may include declamatory speeches, speeches of praise (or blame), or speeches for special occasions. American history is replete with such speaking. While the noble tradition of epideictic oratory is recognized in a number of tournaments, the student who wished to use such a speech in competition this year would have found the opportunities severely limited. While a speech to stimulate might be included in the persuasive or oratorical category, such examples are rare. As a separate and distinct event, the speech to stimulate does not exist in national tournaments. As a testimonial, sermon, or political speech, the speech to stimulate does have practical value; it also offers a unique opportunity for exalted speech. Unfortunately, the very idea of beauty in style seems almost out of place in speech events that might incorporate the speech to stimulate. Just as forensics educators have separated the various forms of expository speaking, so too should they separate the forms of the speech to stimulate. (HOD)

ED215504 EC142164

Grant, James P.

The State of the World's Children, 1981-82.

United Nations Children's Fund, New York, N.Y.

Pub Date [82]

Note-15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations; *Disabilities; Educational Needs; *Health Needs; *International Programs; Nutrition; *World Problems

Identifiers-*UNICEF

The report reviews obstacles to meeting the needs of disabled and nondisabled children throughout the world. Health, nutrition, and education crises affecting children, especially in developing countries, are reviewed. Practices which promise greater return for each dollar are cited, including using paraprofessionals, building on community participation, and linking technology to practical applications. The role of UNICEF (United Nations' Children's Fund) in pursuing these alternatives is addressed. Lessons learned by previous failures are discussed, and the importance of encouraging the impetus for change to come from within the community is stressed. (CL)

The Placement and Education of Children with Handicapping Conditions in Private, State-Operated and State-Supported Schools.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Pub Date Jan 82
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agencies; Board of Education Policy; *Disabilities; Due Process; Elementary Secondary Education; *Individualized Education Programs; Parent Role; *Private Schools; Residential Programs; School Responsibility; State Departments of Education; State Programs; *State Schools; *Student Placement

The guidelines cover processes for placing handicapped students in private or (New York) state operated or state supported schools. Procedures are set forth regarding placements by each of three approaches: (1) contracts with private schools (in or out of state); (2) parent application for placement in state operated or state supported schools; and (3) placement in private settings by public agencies such as social services. For each of the three types of placement, information is provided on local district responsibilities, roles of the parents and of the state education department, the private or state school responsibility, placement and development of the individualized education program (IEP), due process considerations, and funding aspects. It is explained that the three processes share requirements for IEPs, placement in the least restrictive environment, and availability of a full continuum of special services. (CL)

ED215573 FL012871

Lee, W. R.

The Defenestration of 'Authenticity'.

Pub Date Dec 81

Note-9p.; Paper presented at the Conference of the International Association of Teachers of English as a Foreign Language (16th, London, England, December 18-21, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-English (Second Language); *Mutual Intelligibility; *Native Speakers; Sociolinguistics; *Speech Communication

Identifiers-*Limited English Speaking

Examples of authentic English speech generally include a variety of English writing as well as the English in which both native and non-native speakers communicate. Authentic language is commonly defined by the language teaching profession as that which has not been spoken or written specifically for language teaching. This definition could be considered too narrow because when non-native speakers communicate in English, they are probably using the English they learned in textbooks. At this point, the question arises of abandoning or of redefining the notion of authentic language. On one end of the spectrum, authentic English is that which immigrants have to learn, the English they hear and see all around them. On the other end of the spectrum, authentic English is language used by non-native speakers to communicate with other non-native speakers. It seems therefore that insistence on authenticity in any narrow sense should be dropped. However, there are two reservations. First, authenticity might be seen as a feature of any piece of English which has been used in some kind of successful communication. Secondly, authentic English should be speech that is comprehensible to native speakers in any part of the world. (AMH)

ED215090 CE031538

Tindall, Lloyd W.; And Others

Interagency Linkages at the Federal Level. Descriptions of Agencies and Organizations. Vocational Education Models for Linking Agencies Serving the Handicapped.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Aug 81
Contract No-300-79-0671
Note-94p.; For related documents see CE 031 537 and CE 031 714.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Access to Education; Adult Education; Advocacy; *Agency Cooperation; *Disabilities; *Federal Government; Financial Support; *Linking Agents; Models; Postsecondary Education; Professional Associations; Program Content; Program Descriptions; Program Effectiveness; Program Guides; *Public Agencies; Public Policy; Resources; Secondary Education; Services; *Vocational Education

A product of the Project on Vocational Education Models for Linking Agencies Serving the Handicapped, this manual describes various federal agencies and national organizations and outlines their policies and activities related to interagency agreements. (The above-mentioned project is designed to help states meet the needs of students at the secondary, postsecondary, and adult levels by examining those components of interagency linkages that are necessary to ensure accessibility and delivery of supportive services to handicapped people in vocational education.) Presented first are brief descriptions of the following five federal agencies cooperating in the linkage project: the Office of Adult and Vocational Education, the Office of Special Education, the Rehabilitation Services Administration, the Office of Elementary and Secondary Education, and the National Institute of Education. Selected federal agencies are also described, including library programs, the Federal Interagency Committee on Education, the Women's Educational Equity Program, and the National Occupational Information Coordinating Committee. Outlined are the goals and activities of 17 professional associations and advocacy groups. Appended to the report are descriptions of six related projects. (A related status report of interagency linkages at the state level and a handbook on developing

ED215108 CE031741

Nunez, Ann R.; Russell, Jill Frymier

State Legislators' Views of Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Dec 81

Contract No-300-78-0032

Note-37p.; For a related document see CE 031 740.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Attitudes; Educational Benefits; *Educational Finance; Educational Needs; Educational Objectives; *Legislators; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Improvement; School Role; Secondary Education; *State Officials; *Vocational Education

A survey of state legislators was conducted in 1981 by the National Conference of State Legislatures (NCSL) and the National Center for Research in Vocational Education to determine state legislators' views about vocational education and its outcomes; their views of what vocational education should be doing and how it could be improved; and their perceptions about federal and state roles relative to vocational education. A sample of 209 NCSL members were surveyed, with a 45 percent response. Analysis of mail survey responses yielded the following findings: (1) legislators saw vocational education as doing an "above average" job--a "B" grade; (2) legislators thought that vocational education was performing especially well in teaching job skills, increasing awareness of career opportunities and technology, and teaching good work habits; (3) legislators thought employers should be more involved in curriculum development and in the evaluation of vocational education; (4) the broader goals of economic development in the community and training for nontraditional occupations are in lesser need of emphasis, according to the legislators; (5) most of the respondents felt that the federal government should be involved in vocational education, and that if the federal government did not provide sufficient funding, the states should try to do so. The survey analysis concluded that the general views of the legislators toward vocational education were positive, but that several changes are needed. Legislators also felt that they needed more information about vocational education but they did not have strong opinions regarding the appropriate emphasis of employability skills versus job skills at the secondary level. It was also suggested that a state-level advocacy position would emphasize continued federal funding for vocational education but with greater state control over these funds. (KC)

ED215173 CE031932

Welter, Clyde W.

Equity from a Vocational Teacher Educator's Perspective. Research and Development Series No. 214Q.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0032

Note-17p.; For related documents see CE 031 915-931.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214Q, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affirmative Action; Disabilities; *Equal Education; Ethnic Discrimination; Minority Groups; *Nondiscriminatory Education; Racial Discrimination; Sex Discrimination; Sex Fairness; Social Discrimination; *Teacher Education; Teacher Role; *Vocational Education; *Vocational Education Teachers; Womens Education

Vocational teacher educators need to take an active role in the move toward ensuring equity in vocational education. Tradition appears to be the major obstacle to achievement of sex equity in vocational occupations, and the workrole perception of vocational teachers, teacher educators, vocational guidance counselors, and administrators has likewise been molded by the sex role traditions of society. Race and ethnic discrimination is more subtle. Grossly unequal enrollments continue in vocational programs, and this can only lead to prepetuation and prolongation of inequity in employment for women, the handicapped, and minorities. Some strategies that have been used to promote equity in vocational programs include sensitivity workshops or activities; interdisciplinary teams; using sound research relating to equity concerns and problems that pertain to vocational education, occupational equity, and employment opportunities to modify teacher education programs; redesign of teacher education programs; and selective recruitment for equity. Vocational teacher educators can become involved in some activities to facilitate sex equity, including infusing equity awareness activities into courses, encouraging students from nontraditional backgrounds to enter graduate vocational education programs, helping nontraditional students, encouraging research, and cooperating with administrators and guidance counselors in developing sex equity strategies. (YLB)

ED215269 CG016002

Sykes, James T.; And Others

[White House Conference on Aging, 1981. Employment. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-6; TCR-6

Pub Date 81

Note-58p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aging (Individuals); Economics; *Employment; Employment Opportunities; *Older Adults; Part Time Employment; *Public Policy; *Retirement; Trend Analysis; *Work Attitudes; Work Life Expectancy

Identifiers-*Social Security; *White House Conference on Aging

This Technical Committee Report on Employment begins with a discussion of trends in work and retirement, examines attitudes toward work and retirement, and describes the economic and social consequences of work. An analysis of the present situation focuses on: (1) employment barriers and opportunities; (2) cost of employment; (3) productivity and age; (4) on-the-job training; (5) flexible work arrangements; (6) policies that encourage early retirement; (7) work decisions by older persons; (8) social security; (9) employer pensions; (10) mandatory retirement; (11) health and life expectancy; and (12) unemployment. Key issues which should be addressed by the White House Conference on Aging and the public and private sectors are then enumerated in terms of principles applicable to the needs and rights of workers of all ages. The appendices contain recommendations on employment in general and on part-time employment. An executive summary of this report is also included which lists major findings, key principles, and committee recommendations. (NRB)

ED215288 CG016021

Heaton, Tim B.

Rural/Urban Residence and the Aging Population.

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date Oct 80

Note-30p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 990-CG 016 022.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Aging (Individuals); Attribution Theory; Decision Making; *Demography; *Migration Patterns; *Older Adults; *Population Distribution; Population Trends; *Residential Patterns; Rural to Urban Migration; State of the Art Reviews; Trend Analysis; Urban to Rural Migration

Identifiers-*White House Conference on Aging

Aging of the national population coupled with shifts in long-term redistribution trends have sparked interest in the spatial distribution of the elderly population. The insufficiency of economic models for explanations of elderly migration has been recognized and new approaches are being developed. Findings regarding the effects of retirement, climate, and family, as well as other variables, support the notion that the elderly are more responsive to amenity or quality of life variables. The formulation of models to explain the origins of spatial variation in age structures and to predict the consequences of this variation should take into account the demographic dynamics of the aging process, recognizing that: (1) the behavior of both the young and old can influence spatial variation in aging; (2) in low fertility, low mortality societies, fertility and mortality will move the society toward spatial homogeneity; and (3) in such societies, migration is the major process generating spatial variation in age structures. Research must concentrate on investigating the consequences of elderly redistribution. (Author/NRB)

ED215396 EA014479

Thornburgh, Dick; Scanlon, Robert

Toward a New Partnership in Public Education. Pennsylvania's Strategy for Giving Greater Flexibility to Local Schools. A Budget & Policy Brief.

Pennsylvania State Dept. of Education, Harrisburg.; Pennsylvania State Governor's Office, Harrisburg.

Pub Date 9 Feb 82

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Legislation; Elementary Secondary Education; School Funds; *State Aid; State Legislation; *State School District Relationship; *State Standards

Identifiers-Block Grants

Proposed changes in Pennsylvania state funding for and regulation of public education are presented in this pamplet by the state's governor and secretary of education. The funding proposal calls for a new local education block grant, totalling $127 million, in the state budget. The funds are to be distributed to school districts for basic education. The regulatory changes proposed involve reducing the number of state mandates that school district officials have to follow. According to the authors, surveys of local education officials have identified 21 of the state's 50 education mandates as burdensome. The pamphlet lists the 21 items, giving for each the mandate on which it is based, the problems caused, and the recommended change. For eight mandates the authors propose legislative changes, covering such areas as student suspensions, employee relations, and special students. Regulatory changes are suggested for four mandates, involving intramural physical education, teacher inservice training, and plans for student services and records. The authors recommend administrative changes for the final nine mandates, including planning requirements, employee certification, teacher assignment, programs for exceptional children, and curriculum guidelines. (RW)

ED215416 EA014516

Mawdsley, Ralph D.; Permuth, Steven

Copyright Laws: Practices and Limitations.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 82
Note-14p.; Chapter 16 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.
Available from-Not available separately; see EA 014 500.
Document Not Available from EDRS.
Descriptors-Computer Programs; *Copyrights; Court Litigation; Drama; *Educational Legislation; Elementary Secondary Education; *Federal Regulation; Higher Education; Music; Programing (Broadcast); Reprography; School Law; Tests; Videotape Recordings
Identifiers-*Copyright Law 1976

The impact of the 1976 copyright laws on educational institutions is unclear. This sixteenth chapter of a book on school law discusses copyright legislation and cases of interest to educators, dividing copyright problems into four categories: photocopying, performance, videotaping, and computer programs. The guidelines that can be drawn from legislation and court cases concerning photocopying include these: an individual may make a single copy of copyrighted material for purposes of teaching, research, or scholarship, but no special rights are granted to teachers, and illegal photocopying of music may be more likely to be prosecuted than copying of other materials. The 1976 Copyright Law sets forth several guidelines regarding performance, most notably that in nonclassroom settings, dramatic work receives more protection than nondramatic selections. Judicial and legislative guidelines pertaining to videotaping indicate that teachers may videotape educational television broadcasts for use in teaching as long as the tape is used within seven days and then erased. Actions by Congress and the courts concerning computer programs suggest several guidelines, including these: a single copy of a computer program may be made by the owner of the program and multiple copying of programs by educational institutions may escape infringement actions. (Author/JM)

ED215593 HE014593

Miller, Allen H., Ed.

Freedom and Control in Higher Education. Research and Development in Higher Education, Volume 3. Papers presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (6th, Australian National University, Canberra, Australia, May 3-6, 1980).

Higher Education Research and Development Society of Australasia, Sydney. (Australia).
Report No-ISBN-909528-62-4
Pub Date 80
Note-286p.
Available from-Higher Education Research and Development Society of Australasia, TERC, University of New South Wales, P.O. Box 1, Kensington, N.S.W., Australia 2033 ($12.00 Australian).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Freedom; *Accreditation (Institutions); College Faculty; *Educational Media; Educational Quality; Educational Technology; Equal Education, *Faculty Development; Foreign Countries; *Government School Relationship; *Higher Education; Independent Study; *Institutional Autonomy; Medical Students; Student Needs; Student Participation
Identifiers-*Australia

Proceedings of a 1980 conference on freedom and control in Australian higher education are presented in seven parts: (1) government "control" of higher education; (2) freedom to learn; (3) accreditation, certification and the control of learning; (4) institutional constraints on freedom; (5) professional development of academic staff; (6) educational media; and (7) perspectives. Among the 34 papers are the following: "Quality and Equality in Education" (B. C. Teague); "Checks and Balances in a Federal System" (D. N. F. Dunbar); "Institutional Autonomy and State Co-ordination" (R. E. Parry); "Issues in Tertiary Teaching: The Use of Cognitive Models to Guide Teaching Method" (K. Mason); "Freedom to Learn: Designing Courses for Students Rather Than Teachers" (J. Powell); "Independent Study: A Viable Option" (L. Marshall); "Involving Students in Planning, Teaching and Evaluating Their Own Programmes" (M. F. Fogarty); "Undergraduate Medical Examinations: A Conflict of Interests" (G. I. Feletti); "Professional Accreditation" (E. Stokes); "Can the University Teach Environmental Studies?" (J. J. T. Evans); "Sources of Political Power in Academia" (B. Martin); "A Framework for Selection Educational Method in Work Organisations" (J. Martin); "Self Appraisal in Professional Development of Tertiary Teachers" (D. Boud); "Staff Development Workshops: Freedom and Control in Theory and Practice" (A. J. Dare); "Professional Development of Academic Staff: A Policy-Making Workshop" (B. W. Imrie and H. G. Murray); "Growth of Instructional Technology: Greater Freedom for the Learner?" (D. Unwin); "Effect of Packaged Learning Units on Students' Freedom to Learn" (D. Hlynka and P. Hurly); "Media Accountability: Keystone of the Freedom to Learn" (M. B. McLaren); "Freedom of Access to Learning Resources: The Challenge of Big Government and Big Business" (G. R. Brong); and "Student Learning

ED215609 HE014957

Argyris, Chris; Cyert, Richard M.

Leadership in the '80s: Essays on Higher Education.

Harvard Univ., Cambridge, Mass. Inst. for Educational Management.

Report No-ISBN-0-934222-01-0

Pub Date 80

Note-96p.; Comments by Stephen K. Bailey and Gene I. Maeroff.

Available from-Institute for Educational Management, 337 Gutman Library, Harvard University, Cambridge, MA 02138 ($5.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Administration; College Environment; Educational Policy; Financial Problems; Futures (of Society); *Higher Education; *Leadership Responsibility; Learning Theories; Models; Organizational Theories; *Professional Education; Research Needs; *Retrenchment

Identifiers-Institutional Survival

Two essays and two commentaries on leadership in higher education in the 1980s are presented. In "Education Administrators and Professionals," Chris Argyris considers the decline of public confidence in institutions and professionals by elaborating the concepts of single-loop (detecting and correcting error without altering underlying values or policies) and double-loop (detection/correction accompanied by changed values or policies) learning. He proposes ways by which academic leaders may unfreeze the predisposition for the status quo that exists in single-loop learning in order to make way for double-loop detection and correction of error that involves the changing of underlying values and policies. In "Managing Universities in the 1980s," Richard M. Cyert focuses on the major problem facing academic administrators. He suggests that it is difficult for faculty to concentrate on maintaining excellence because of the struggle for institutional survival. Uncertainty will prevail with regard to how institutions will reduce their scales of operation, and university presidents will be involved to a greater degree than in the past with conflict resolution at a level of individual problems. Cyert offers strategies indicating how administrators may best manage the complex deescalation problems facing them. In "Leadership: An Attempt to Look at the Future," Gene I. Maeroff summarizes the essays and analyzes discussion by participants in the 1979 Symposium on Leadership, which was sponsored by the Institute for Educational Management. A preface by Stephen K. Bailey assesses the challenges to educational leadership in the past several decades and poses an optimistic argument for the 1980s. (SW)

ED215249 CG015852

Gonzalez, Carmen

Therapist Competency as a Function of Physical Attractiveness.

Pub Date 82

Note-19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competence; *Counseling Techniques; Counselor Characteristics; *Counselor Evaluation; Counselors; *Evaluation Criteria; Higher Education; Interpersonal Attraction; Nondirective Counseling; Physical Characteristics; *Psychotherapy; *Sex Differences

Identifiers-*Physical Attractiveness

Research has suggested that physical attractiveness contributes to subjects' perception of female competency. This finding has generated interest in investigating the effect of physical attractiveness on subjects' perceptions of competency in male and female therapists. Undergraduates (N=192) viewed a 15-minute videotaped session reflecting either an attractive or unattractive male or female psychotherapist who exhibited either a directive or a nondirective therapeutic style. Following the videotape observation, subjects rated 30 items on an adjective list according to the degree that the items were descriptive of the therapist. Subjects also rated the therapist on the basis of how much they liked him/her. Results showed that the female therapist was least preferred and was rated as less competent only when she was attractive and when she exhibited a nondirective style. The attractive, nondirective female therapist was perceived as less confident, sure, and skilled than all the other therapists except for the unattractive male nondirective therapist. The findings suggest that subjects appear to show differential responses to the attractiveness of the therapist depending on the gender of the therapist. (NRB)

ED215458 EC142117

Veron, Lisa; Poulton, Suzanne

Occupational and Physical Therapy in the Schools: Guidelines. Bulletin 1575.

Louisiana State Dept. of Education, Baton Rouge. Div. of Special Education.; Louisiana State Univ. Medical Center, New Orleans.
Pub Date 80
Note-43p.; Print is poor in parts.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ancillary School Services; *Disabilities; Elementary Secondary Education; Evaluation Methods; Guidelines; *Occupational Therapy; *Physical Therapy; Program Administration; *Staff Role; State Standards
Identifiers-*Louisiana

The handbook presents guidelines for the use of occupational therapy (OT) and physical therapy (PT) with special education students in the Louisiana public schools. An introductory section defines both therapies, considers their educational background, and discusses their relationship to adapted physical education. A procedural section examines OT/PT's roles in evaluation and services, including evaluation methods, assessment areas, participation in the individualized education program, and recordkeeping. Administrative information deals with such topics as organizational structure, certification requirements, budgeting, and salaries. Among seven appendixes are forms and sample OT/PT job descriptions. (CL)

ED215505 EC142165

Isley, Ann, Comp.; Anthony, Eugene, Comp.

Visually Impaired Learners: A Handbook.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Pub Date 81

Note-89p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Class Organization; Classroom Environment; Elementary Secondary Education; Guidance; Handwriting Skills; Instructional Materials; *Mainstreaming; Mathematics; Reading Instruction; School Counseling; Science Instruction; Student Characteristics; *Teaching Methods; *Visual Impairments; Visually Handicapped Mobility

Identifiers-North Carolina

The booklet is intended for regular and special educators involved with visually impaired students in North Carolina local schools. Seven sections are devoted to the following topics (sample subtopics in parentheses): characteristics (low vision training, vision testing); classroom arrangement (seating location, lighting); materials (large print, braille, criteria for use); teaching strategies (tips for notetaking, lecturing, using charts and maps, math tips, reading suggestions, science tips, writing tips, use of typing, listening suggestions); special training (daily living skills, orientation and mobility, vocational training); additional instructional areas (suggestions for teaching physical education, industrial technology, home economics); and guidance and counseling. (CL)

ED215157 CE031916

Adams, Richard N.

Equity from a Vocational District Administrator's Perspective. Research and Development Series No. 214A.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Feb 81

Contract No-300-78-0032

Note-25p.; For related documents see CE 031 915-932.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD214A, $2.35; set of 17 papers, RD214, $30.00; Equity in Vocational Education, RD213, $5.50. Quantity discounts available).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education; Administrator Attitudes; Adult Vocational Education; Affirmative Action; Career Counseling; Career Education; *Educational Discrimination; Educational Opportunities; *Equal Education; Nondiscriminatory Education; Racial Discrimination; *Rural Schools; School Community Relationship; Secondary Education; Sex Discrimination; Superintendents; *Vocational Education

Programs must be designed to remove barriers to equitable vocational education. Barriers to such programs are erosion of public and special interest group confidence in the educational system; lack of systematic student services; and lack of mutual awareness, communication, and cooperation between vocational and general educators. To remove barriers, adequate funds must be available to distribute by efficient

ED215192 CE032027

Weseman, Marcus

Training Migrant and Seasonal Farmworkers for Energy-Related Occupations.

Oak Ridge Associated Universities, Tenn. Manpower Development Div.

Spons Agency-Department of Energy, Washington, D.C.; Department of Labor, Washington, D.C.

Report No-ORAU-170

Pub Date Jul 80

Contract No-DE-AC05-76OR00033

Note-51p.

Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults; Agricultural Laborers; Demonstration Programs; Employment Programs; *Energy; *Farm Labor; Federal Programs; Females; Job Skills; *Job Training; Migrant Adult Education; Migrant Programs; *Migrant Workers; Minority Groups; Outcomes of Education; *Program Effectiveness; Seasonal Laborers; Skilled Occupations; *Technical Occupations; Underemployment; Unemployment; Wages

The United States Departments of Energy (DOE) and Labor (DOL) have cosponsored a number of demonstration programs to train economically disadvantaged migrant and seasonal farmworkers for energy-related technical and skilled occupations. A descriptive study of the first DOE/DOL demonstration was made to determine the impact of training on participants' subsequent labor force activity and the effectiveness of the program in meeting the needs of this target group. Analysis of participants' employment and wage rates before and after training indicated favorable outcomes--both wages and the number employed increased significantly. Wages after training were approximately double those before training, with women, nonwhites, and high school graduates reporting the largest increases. The data on farmworkers, compared to those of clients enrolled in Comprehensive Employment and Training Act (CETA) programs, showed the farmworkers to have employment status gains similar to CETA clients enrolled in vocational training nationally, but lower than other CETA participants enrolled in energy-related programs. Farmworkers' wage gains were significantly greater than those reported

ED215229 CE032226

Brown, Lawrence L., III; Gilmartin, Kevin J.

Measures of Participation in Vocational Education: Enrollments Students, and Exposure.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Pub Date Aug 80
Contract No-HEW-100-79-0181
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research; *Enrollment, *Enrollment Projections; Enrollment Rate; Enrollment Trends; *Participation; *Secondary Education; *Vocational Education

This analysis reviews Bureau of Occupational and Adult Education (BOAE) vocational education enrollment statistics and compares them with a survey of vocational students in public secondary schools conducted in 1972 by the National Center for Education Statistics (NCES). Following an introduction, a brief review is provided of official BOAE FY 1978 secondary vocational education enrollment statistics. It includes a short discussion of several vocational education accounting concepts and identifies important reporting procedures with bearing on data interpretation. The section following uses NCES data to refine the picture provided by the BOAE numbers for 1973. It examines course enrollments disaggregated into unduplicated counts of persons taking one or more vocational courses, and these are converted into full-time equivalent program and non-program students. The fourth section provides estimates of the number of secondary students in occupational programs

ED215436 EA014582

Proceedings: Dissemination Processes Seminar. Collaboration--A Promising Strategy for Improving Educational Practice (San Francisco, California, October 21-23, 1980).

Northwest Regional Educational Lab., Portland, OR. Dissemination Support Service.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Dec 80
Contract No-400-80-0105
Note-159p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Cooperative Programs; Demonstration Programs; Educational Anthropology; *Educational Cooperation; Guidelines; *Institutional Cooperation

Summaries of seminar activities and copies of materials distributed before and during the meetings are presented in this report on the sixth in a series of seminars on dissemination processes. Focusing on collaboration in education among public and private organizations, the seminar aimed to help its participants increase their understanding of collaborative activities, improve their involvement in collaboration by contacting ongoing collaboratives or starting new ones, and learn ethnographic techniques for studying collaboratives. Among the materials included in the report are a preseminar work packet for doing research on a collaborative before the meetings; registration handouts, including the seminar program; guidelines for facilitators of the seven discussion groups, called "action research groups"; and a list of participants. Further documents discuss anthropological perspectives on collaboration, give excerpts from the literature on collaboration, and present descriptions of 27 educational collaboratives. The report also provides summaries of the three speakers' main points about collaboration, dissemination, loosely-coupled systems, and ethnographic perspectives; lists tips on collaboration from seven experienced collaborators; and

ED215124 CE031812

Appleby, Judith A.

Conducting Task Analyses and Developing Instructional Objectives. Vocational Education Curriculum Specialist, Module 8.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 81

Contract No-300-78-0562

Note-73p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.

Available from-East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Education; Behavioral Objectives; Competency

ED215140 CE031868

Lokan, Janice J.; Trebilco, Geoffrey R.

Decision-Making Skills and Vocational Maturity Among Adolescents.

Pub Date 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Choice; Career Development; *Career Education; Cognitive Style; *Decision Making; Decision Making Skills; Grade 10; Grade 12; High Schools; *High School Students; Individual Characteristics; Occupational Information; *Personality Traits; Student Characteristics; *Vocational Maturity

Identifiers-Australia (Melbourne)

The learning of decision-making (DM) skills and appropriate attitudes is an important objective of career education. This study provides an empirical test of theoretical links between aspects of DM styles and vocational maturity (VM) in adolescence. Approximately 260 Australian students in grades ten and twelve answered questionnaires measuring personality variables; rational, intuitive, and dependent DM styles; and aspects of VM including planning orientation, information-seeking, concern with choice, occupational information, and application of DM

ED215211 CE032130

Roofing Workbook and Tests: Entering the Roofing and Waterproofing Industry.

California State Dept. of Education, Sacramento. Vocational Education Services.

Pub Date 80

Note-96p.; This publication was planned and prepared under the direction of the Education Advisory Committee for the Roofing Industry, with the cooperation of the State Joint Roofing Industries Apprenticeship Committee. For related documents see CE 032 131, ED 203 139, and ED 212 816.

Available from-Publication Sales, California State Dept. of Education, 721 Capitol Mall, Sacramento, CA 95814.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Apprenticeships; Behavioral Objectives; Collective Bargaining; *Construction (Process); Construction Materials; Course Content; Definitions; Equipment; Fringe Benefits; Hand Tools; Instructional Materials; Machine Tools; Postsecondary Education; Programed Instructional Materials; *Roofing; Safety; Structural

ED215310 CS006604

Steffensen, Margaret S.; Colker, Larry

Intercultural Misunderstandings about Health Care: Recall of Descriptions of Illness and Treatment.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Australian Inst. of Aboriginal Studies, Canberra.; National Inst. of Education (ED), Washington, DC.

Report No-CSR-TR-233

Pub Date Feb 82

Contract No-400-76-0116

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; Cognitive Style; Comparative Analysis; *Cross Cultural Studies; *Cultural Background; *Cultural Differences; Cultural Traits; Foreign Countries; Health Needs; *Physician Patient Relationship; *Reading Research; Recall (Psychology)

Identifiers-Aboriginal People; Australia; *Schemata; United States

When patients do not possess the same background knowledge, or schemata, as the Western medical practitioner, they are unable to understand fully what is communicated because they do not have the necessary conceptual framework for integrating the information presented. A study demonstrated how the absence of shared concepts between doctor and patient might impede even willing patient compliance with orthodox directives. Matched groups of 15 American and 15 Australian Aboriginal women heard and recalled two stories that

ED215332 CS006643

Gardner, C. H.; And Others

Comparing Videotapes and Written Narrative Records of Second Grade Reading Classes: Selecting Methods for Particular Observational Goals.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-RDCTE-5087

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Observation Techniques; *Classroom Research; Comparative Analysis; *Data Collection; Grade 2; *Narration; Observation; Primary Education; Reading Instruction; Reading Research; Research Methodology; Student Behavior; Teacher Behavior; *Videotape Recordings

The classroom behaviors recorded during three second grade reading lessons provide suitable evidence for comparing the relative merits of using narrative observations versus videotapes as data collection techniques. The comparative analysis illustrates the detail and precision of videotape. Primerily, videotape gives a true picture of

ED215354 CS206843

A Manual of Developmental Writing Skills and Activities: Grades 5-12. Revised Edition.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date Jul 80

Note-192p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Business Communication; Check Lists; Class Activities; *Classroom Techniques; *Diagnostic Teaching; Elementary Secondary Education; Evaluation Criteria; Grammar; Guidelines; Language Arts; Language Usage; Paragraph Composition; Punctuation; Sentence Structure; Teaching Guides; Vocabulary Development; Writing Exercises; *Writing Instruction; *Writing Skills

Designed for use within language arts programs as well as in the content areas, this handbook provides a continuum of activities for developing writing skills in grades five through twelve. The activities, arranged according to a diagnostic grid sheet provided for evaluation of student progress, offer practice in perception of task (point of view and following directions), organization, sentence structure, usage, vocabulary, mechanics, and using proper forms, such as business letters, letters of application and complaint, and report writing. Each exercise, which may be used individually, with small groups, or with the entire class, contains the specific skills, the objective of the activity, the procedure to be followed, and, in many cases, sample checklist

ED215375 CS503795

Palmerton, Patricia R.

The Rhetoric of Opposing Constructions of Reality: Gay Rights in St. Paul.

Pub Date Apr 82

Note-22p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Civil Liberties; Communication (Thought Transfer); *Communication Research; Conflict; *Discourse Analysis; Higher Education; Homosexuality; *Persuasive Discourse; *Rhetorical Criticism

Identifiers-*Fantasy Theme Analysis; Minnesota (Saint Paul)

Fantasy Theme Analysis was used to examine the rhetorical clash of incongruent world views during the 1978 controversy over a gay rights ordinance in St. Paul, Minnesota. Fantasy Theme Analysis considers the individual and collective dramatizations of a group's goals, scope, and activities--the group's conceptualized reality, or fantasy theme--in evaluating the rhetorical effectiveness of the group. The three groups examined in this study and involved in the issue of gay rights in St. Paul were Citizens Alert for Morality (CAM), an antigay-rights group; St. Paul Citizens for Human Rights (SPCHR), a moderate group arguing in favor of gay rights; and the Target City Coalition, a "militant" gay rights group. Analysis of newspaper accounts, brochures, newsletters, broadcast materials, and advertisements during the controversies revealed the success of CAM over the other two groups. One of the strengths of the CAM rhetoric was the extent to which positions were

ED215459 EC142118

Hilliard, Asa G., III

"Non-Discriminatory" Testing of African-American Children.

Pub Date Feb 81
Note-12p.; Paper presented at the General Session of the National Conference of the Council for Exceptional Children on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Students; *Cultural Differences; *Disabilities; Elementary Secondary Education; *Handicap Identification; Nondiscriminatory Education; Student Evaluation; *Test Bias; Testing Problems; *Test Validity

The author discusses the state of the art in assessment of African American children with possible handicaps. He asserts that changes must be made regarding the goal of assessment, the role of the assessors, the process of assessment, the criterion for validity, and the preparation of assessors. He further suggests that the problem with testing is neither bias, nor fairness, nor discrimination; rather, it is a problem of validity. Valid tests must be developed, he states, which are also culturally sensitive to identify the actual problems of African American children and provide them appropriate services. He singles out the

ED215481 EC142140

Thomas, Stephen, Ed.

Experiential Learning & the Handicapped: Reports from the Field.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date 81

Note-29p.

Available from-The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adventure Education; Arithmetic; Camping; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; Learning Disabilities; Mild Disabilities; *Outdoor Education; Physical Disabilities; Writing Skills

Identifiers-Hiking; *Outward Bound

Five articles examine outdoor experiential learning for the handicapped. Articles have the following titles and authors: "The Minnesota Outward Bound School and the Physically Disabled" (S. Kaplan); "Breaking the Cycle of Failure through Experiential Education" (R. Burton, B. Blakey); "Hiking with Troubled Kids" (K. Victor); "Outward Bound--Experiential Education for the Hearing Impaired" (D. Dickinson); and "The Junior Guidance Camp Experience--An Experiment in School Camping for Emotionally Disturbed and Socially Maladjusted Inner City Elementary School Children" (H. Foster). Two additional articles are:

ED215530 EC142190

Description of 1982-83 New York State Special Message Recommendations Relating to State Support for Public Schools.

New York State Div. of the Budget, Albany. Education Study Unit.
Pub Date 17 Feb 82
Note-83p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; Finance Reform; Financial Policy; Public Schools; *State Aid; *State Departments of Education; *State School District Relationship
Identifiers-*New York

The budget proposal presents New York State's recommendations regarding state support of public schools. The report is organized into five main sections (sample subsections in parentheses): overview of the fiscal year and school year (1982-83) changes in general support for public schools (provisions for public school support through a new fund structure); impact of general support formula proposals (impact on the big five cities'--New York, Buffalo, Rochester, Syracuse, and Yonkers--combined impact on districts in 17 largest counties); school year analysis of changes in individual aid formulas (recommended changes in operating aid, fiscal impact on school districts, excess costs for handicapped pupils); recommendations affecting other general support aids (magnet schools, formula based grant program); and additional appropriations affecting public schools (new policy proposals, other general fund aid programs such as bilingual education and adult high school education). (CL)

ED215553 EC142471

Implementation of Public Law 94-142: The Education for All Handicapped Children Act. Fourth Annual Report to Congress.

Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

Pub Date 82

Note-187p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Attitudes; *Compliance (Legal); Delivery Systems; *Disabilities; Due Process; Educational Trends; Elementary Secondary Education; *Federal Legislation; Federal State Relationship; Handicap Identification; Individualized Education Programs; Private Schools; Program Evaluation; State School District Relationship; Student Evaluation; Student Placement; Teacher Role

Identifiers-*Education for All Handicapped Children Act

The report examines progress for school years 1979-80 and 1980-81 in implementing P.L. 94-142, The Education for All Handicapped Children Act. Following an executive summary and an introduction, an analysis of nine specific aspects of the law's implementation is detailed. A section on right to education cites data on screening, referral, evaluation, resource availability, placement options and vocational education opportunities, concluding that identification and programing efforts have expanded, with particular progress made in programs for secondary handicapped students. Attitudes, state and local requirements, local education agency practices and suggestions for reducing paperwork are among the factors considered in the section on individualized education

ED215574 FL012872

Trujillo, Lorenzo A.

A Linguistic Study of a Living Dialect: the Spanish of the Southwest United States.

Pub Date 74

Note-38p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Code Switching (Language); *Dialect Studies; Discourse Analysis; Hispanic Americans; Intonation; *Language Variation; Phonology; *Spanish; Spanish Speaking; Syntax; Vocabulary

Identifiers-*United States (Southwest)

There exists a need to identify and recognize the Spanish dialect used in the Southwest United States in order to change the tradition of looking at it as inferior to standard Spanish and to English. The history of the Spanish-speaking people in the Southwest and of the changes in their culture brought about by colonialism is connected with the story of the development of their language. The general characteristics of Southwest Spanish that are identified are the following: (1) it has been maintained by oral tradition; (2) archaisms are prevalent; (3) borrowings from indigenous languages, Pachuco Spanish, and English are prominent; (4) there is a high incidence of code-switching; and (5) the intonation patterns are very rhythmic. A transcript of a telephone conversation is analyzed for specific linguistic differences between standard Spanish and the Southwest

ED215250 CG015853

Janz, Tom

Towards a Performance Data and Development System: Getting Rid of Performance Appraisal.

Pub Date Jun 81

Note-38p.; Paper presented at the Annual Conference of the Canadian Psychological Association (42nd, Toronto, Ontario, Canada, June 3-5, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Science Research; *Behavior Rating Scales; Employer Employee Relationship; *Evaluation Criteria; *Evaluation

ED215270 CG016003

Lopata, Helena Z.; And Others

[White House Conference on Aging, 1981. Creating an Age Integrated Society: Implications for the Family. Report and Executive Summary of the Technical Committee.]

White House Conference on Aging, Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-TCES-7; TCR-7

Pub Date 81

Note-67p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and CG 015 990-CG 016 022.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aging (Individuals); *Demography; Economic Status; *Family (Sociological Unit); Family Life; *Family Structure; *Older Adults; Population Trends; *Public Policy; Social Change; *Social Integration

ED215289 CG016022

Mathews, Virginia

Libraries: Aids to Life Satisfaction for Older Women. A 1981 White House Conference on the Aging Background Paper.

White House Conference on Aging, Washington, D.C.

Spons Agency-Office of Libraries and Learning Technologies (ED), Washington, DC.

Pub Date Sep 81

Note-97p.; Paper presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 990-CG 016 021.

EDRS Price - MF01/PC04 Plus Postage.

ED215397 EA014495

Oversight Hearing on National Institute of Education. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 81

Note-205p.; Not available in paper copy due to small print of original document. Pages 117-200 may not reproduce due to small size of print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Research; Federal Aid; *Information Centers; *Information Dissemination; Research and Development Centers; Research Projects; *Research Utilization

Identifiers-*National Institute of Education

The testimony, prepared statements, letters, and reports included in

ED215417 EA014517

Alexander, M. David; Salmon, Richard G.

Developments in Public School Finance: Keeping the Doors Open.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-14p.; Chapter 17 of "School Law in Changing Times" (EA 014 500). For related documents, see EA 014 500-521.

Available from-Not available separately; see EA 014 500.

Document Not Available from EDRS.

Descriptors-Access to Education; Court Litigation; *Educational Finance; Educational Legislation; Elementary Secondary Education; *Equal Education; Equal Protection; Finance Reform; *Financial Policy; *Financial Support; *School Support; State Courts; *State Legislation; State Programs

Identifiers-Rodriquez v San Antonio Independent School Dist; Supreme

ED215506 EC142166

Tabachnick, Barbara G.; Turbey, Carolyn B.

WISC-R Scatter and Patterns in Three Types of Learning Disabled Children.

Pub Date Apr 81

Note-16p.; Paper presented at the Western Psychological Association Conference (Los Angeles, CA, April 9-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Auditory Perception; Elementary Secondary Education; *Learning Disabilities; Memory; *Perceptual Handicaps; Profiles; Receptive Language; *Scores; Testing; Visual Perception

Identifiers-Test Scatter; *Wechsler Intelligence Scale for Children (Revised)

ED215610 HE014960

Stich, Judith, Ed.

Financial Measures Conference: Uses of College and University Financial Assessment in Institutional Management and Public Policy Analysis (1980 Working Conference, Annapolis, Maryland, October 23-24, 1980).

American Council on Education, Washington, D.C. Div. of Policy Analysis

ED215626 HE014987

Henson, James W.; And Others

The Handicapped Student in America's Colleges: A Longitudinal Analysis. Part 2: National Norms for Disabled and Nondisabled College Freshmen, 1978 and 1980.

Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date [81]

Grant-NIE-G-008001875
Note-416p.; For related document, see HE 014 986.
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Academic Aspiration; Black Colleges; Church Related Colleges; *College Freshmen; *Disabilities; *Educational Background; Enrollment Influences; *Family Characteristics; Females; Financial Needs; Grades (Scholastic); Higher Education; Income; Longitudinal Studies; Males; National Surveys; Occupational Aspiration; Parent Background; Private Colleges; Questionnaires; School Surveys; State Colleges; *Student Attitudes; *Student Characteristics; Student Financial Aid; Trend Analysis; Two Year Colleges
Identifiers-*Cooperative Institutional Research Program

National normative data on disabled freshmen who entered college in fall 1978 and 1980 and comparative data on nondisabled freshmen are presented, based on data collected through the Cooperative Institutional Research Program. Information was obtained from 566 institutions in 1978 and from 540 institutions in 1980. The following institutional categories are included: all institutions, two-year public and private colleges, public and private universities, public and private predominantly black colleges, public and private four-year colleges, Protestant colleges, and Catholic colleges. Information is presented separately for disabled men, disabled women, nondisabled men, nondisabled women, and all groups on: year of high school graduation; age; racial background; political orientation; average grade in high school; academic rank in high school; parental income; dependency on parents for support; number of other dependents currently attending college; living with parents; receiving assistance worth $600 or more from parents; marital status; high school program; remedial work by subject; type of handicap; need for architectural accommodations; reasons for college attendance; number of other colleges applied to for admission; number of other college acceptances; current religious preference; highest degree planned at present college or other college; veteran status; probable major field of study; probable career occupation; father's education, occupation and religious preference; mother's education, occupation, and religious preference; student extracurricular activities; student financial aid; student employment and income from various sources; miles from home to college; and student attitudes on various topics. Questionnaires are appended. (SW)

Office, Washington, DC 20402.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Persistence; Bachelors Degrees; Black Students; *College Attendance; *College Graduates; College Students; *Dropouts; *Educational Status Comparison; Enrollment Trends; Females; Graduate Surveys; Higher Education; High School Graduates; Longitudinal Studies; Males; Part Time Students; *Student Attrition; Time; White Students
Identifiers-*National Longitudinal Study High School Class 1972

As part of the National Longitudinal Study (NLS) of the High School Class of 1972, NLS respondents who went to college, dropped out, returned, and graduated on schedule are analyzed in detail. Information was obtained from the base year and the first three follow-up surveys of the NLS. Findings include the following: whereas 41 percent of the senior class enrolled in academic programs in college in 1972, 10 percent more entered sometime between 1973 and 1976; although only 3 out of 10 of those enrolled in 1972 entered two-year colleges, 5 out of 10 delayed entrants entered two-year institutions; independent of social class, race, or ability, students who entered two-year colleges were substantially more likely to leave college without receiving a bachelor's degree by 1976 then were those who began at four-year colleges; men were somewhat more likely to go to college than women; however, women were more likely to graduate on schedule; men were more likely to return if they had dropped out; one out of four students between 1972 and 1976 had attended college only part-time; the number of part-time students increased over time and was much higher each year in two-year colleges than in four-year colleges; among those who entered college in 1972, 46 percent had dropped out at some point by 1976, 34 percent within the first 2 years, but only 12 percent thereafter; 30 percent of all college dropouts between 1973 and 1975 had returned by 1976; and only 15 percent of the 1972 cohort had received a bachelor's degree by 1976. A bibliography, information on study variables and survey error, and statistical tables are appended. (SW)

calculation of financial need and loan eligibility, include: the average financially dependent (two parent) loan recipient comes from a family of 4.7 members, with 1.7 members in college; and family size and the number of family members in college increase as income increases. A computer model assessed the impact of proposed policy options, using the income profiles and actual loan approval volumes for the 1981-82 academic year. A simulation of the GSL recipient population was constructed, and need analysis formulas were applied to the simulation to assess loss of loan eligibility by such characteristics as income level, financial dependency, institutional sector, and level of study. Each of the following four policy options was found to reduce the total dollar value of loans available to students: need analysis requirement for students with incomes over $30,000, need analysis requirement for all students, denial of loan eligibility for students with incomes over $40,000, and need analysis requirement for all students and denial of graduate loans. A questionnaire is appended. (SW)

Note-56p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Libraries; *Art History; *Cataloging; *Classification; Higher Education; Information Retrieval; Library Collections; Museums; Online Systems; *Slides; *Subject Index Terms; *Thesauri; Visual Arts
Identifiers-Cornell University NY

A study was conducted to develop a retrieval system for slides in the History of Art Collection at Cornell University to make it more consistent and easier for patrons from other academic disciplines to use than the system currently in use. To determine whether slide library systems at other institutions could be adapted to the History of Art Department's needs, five systems were examined: (1) the International Museum of Photography at the George Eastman House; (2) the Smithsonian Institution's National Collection of Fine Arts (NCFA) Slide and Photographic Archives; (3) the Santa Cruz Classification System; (4) the slide library of Cornell University's College of Architecture, Art, and Planning; and (5) the slide classification scheme of Stanford University's Art Department. Based on such criteria as adaptability to machine-readable classification and the subject terminology used, the NCFA system was selected to test a sample of approximately 250 slides by assigning them to subject categories. It was found that NCFA is applicable, with some modifications, to the History of Art Department's slides of paintings, graphic arts, and sculpture. Recommendations for reorganizing the slide library include adapting general filing procedures and indexing the slides by subject. A 22-item bibliography and three appendices, one a prototypical thesaurus, are provided. (RBF)

Descriptors-Costs; Fees; *Financial Support; Library Administration; *Library Services; Library Surveys; Nonprofit Organizations; *Online Systems; *Public Libraries; Questionnaires; *Reference Services; *Special Libraries; Tables (Data)
Identifiers-Users

In May 1981 the American Library Association (ALA) conducted a survey to determine how online search services are financed in publicly-supported libraries and in libraries in nonprofit organizations. The survey questionnaire was prepared by the ALA Office for Research (OFR), and three vendors of online services--BRS, Lockheed, and SDC--mailed the surveys to their subscribers in the population of interest. Completed questionnaires were returned by 985 libraries and processed by the Library Research Center at the University of Illinois at Urbana-Champaign. The survey provides data on decisions made by publicly-supported libraries on such questions as whether or not to charge for online services, how many searches are performed per year, and what factors should be considered in deciding how to finance online services. Data are summarized in 18 tables. Appended are the questionnaire and its covering letter, the ALA position statement on free access to information, a supplemental report on free structures by Susan Bonzi, and a review of the related literature. A 37-item reference list is provided. (Author/JL)

Opportunities; *Employment Projections; *Labor Needs; *Manufacturing Industry; National Norms; Needs Assessment; Occupational Surveys; Population Growth; Regional Characteristics; State Surveys

Identifiers-*Florida; *Florida (Brevard County)

In fall 1981, 74 of Brevard County's major manufacturing firms and related industries were asked to provide detailed figures reflecting their 1982 employment, annual job vacancies, and projections for 1985 employment by job category, division, and title. Survey findings, based on responses from firms representing 75% of the employment within the sample, included the following: (1) employment opportunities within manufacturing and related industries will increase from about 24,700 in 1982 to nearly 30,500 by 1985, representing a 23% increase; (2) most job opportunities will occur in professional, technical, and managerial positions; (3) the second highest demand will be in benchwork occupations, i.e., those involving the fabrication, assembly, and repair of electronic communications, engineering, and scientific products; (4) many job opportunities will occur as new position openings, but most will result from attrition, turnover, and promotions; (5) little or no growth will occur in several areas, including industrial engineers, sales and distribution managers, truck drivers, and motor freight operators; and (6) employment projections reflect the national growth trend in high technology fields. The study report includes a description of Florida's position among the states with respect to employment, population growth, educational attainment, and educational funding. The position of Brevard among Florida's counties is also assessed. The survey instrument is provided. (KL)

ED215742 JC820218

Crofut-Roth, Sheila

Video-Aid ESL [English as a Second Language].

Olympic Coll., Bremerton, Wash.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Nov 81

Note-84p.; Project funded by the Washington State Community College Humanities Project.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies; *Career Planning; Communication Skills; *English (Second Language); Grammar; *Interpersonal Competence; *Job Search Methods; Learning Modules; *Nonverbal Communication; Video Equipment; *Videotape Recordings; Vocabulary Development

These three video-based learning modules, covering job search skills, career planning, and interpersonal communication skills on the job, were designed for use in basic English as a Second Language (ESL) classes. The Job Search Skills module covers topics such as warm and cold behaviors, identifying job skills, job interviews, and application forms. The Career Planning module focuses on topics including body positions signifying openness or control, setting short- and long-term career goals, the difference between a career and an occupation, training programs, and finding and analyzing information about careers. The last module, Interpersonal Communications, considers topics such as territory, non-verbal interaction, and facial cues to emotion. Each of these modules includes the following materials: a five-hour lesson plan; vocabulary, definitions, and sentences using the vocabulary; information on body language cues and two-sentence micro-dialogues calling for the use of these cues; related grammar and sentence patterns; four-sentence mini-dialogues; a complete videoscript which students are to rehearse and perform, if possible before a videocamera; supplemental information and exercises; and an annotated bibliography. Instructions for the use of videotapes prepared to model each packet's contents are also included. (KL)

Jennings, Kay D.; Curry, Nancy E.
Toddlers' Social Play.
Pub Date Apr 82
Note-17p.; Paper presented at the Annual Meeting of the Association for the Anthropological Study of Play (London, Ontario, Canada, April 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns; *Group Behavior; *Infants; Interaction; Mothers; Observation; *Parent Child Relationship; *Peer Relationship; *Play; Social Behavior; Social Development
Identifiers-*Childrens Preferences; *Dyads; Toddlers

The purpose of this study was to examine the effect of group size on toddlers' peer interactions and social interactions with mothers. In particular, the study sought to answer the following questions: (1) When both mothers and peers are available to the child, with whom does he/she prefer to play? and (2) Are there differences in the types of social behaviors directed to peers and mothers? Subjects, 5 girls and 11 boys, were observed while interacting in both a group and a dyadic setting. To assess interaction in a group, toddlers and their mothers were observed during a regular free play session for a period of one hour over two or three days. To assess interaction in a dyad, each pair of children and their mothers were observed for 15 minutes while interacting in a nursery school classroom. (Mothers were asked not to initiate interaction with their children.) Subjects' positive and negative behaviors (e.g., giving an object versus struggling over an object) and whether the behaviors were directed toward another child or an adult were recorded. Results indicated that size of group had no effect on the frequency or type of behavior directed towards peers. Whether in dyads or groups, the children interacted with peers very infrequently. However, size of group did have an effect on the frequency of behaviors directed towards adults. The children interacted much more with their mothers in the group setting then they did in the dyad setting. For example, the children talked to their mothers 28 times in the group setting and 21 times in the dyad setting. The children also played together with their mothers nine times in the group setting and less than once (i.e., less than 15 seconds) in the dyad setting. (Author/MP)

Fathers; *Infants; *Instructional Materials; *Measures (Individuals);
Mothers; Parent Education; Program Development; Program Evaluation;
Public Policy; *Training Methods
Identifiers Parenting; *Toddlers

This annotated bibliography provides references of practical use to those concerned with infant/toddler caregiving. While many of the works cited concern quality group care for infants and toddlers, some works cited deal specifically with parenting, the parent/child relationship, and activities parents may share with their very young children. In general, extensive references giving broad advice on the topic of child rearing have not been included. References concerning the entire preschool age span have been cited only when they are especially relevant for infant/toddler educators. Contents are organized in four topical sections: (1) background references to infant/toddler care and development; (2) testing and evaluation of infant/toddler development and education projects; (3) caregiver training and curriculum materials; and (4) concerns for those involved in infant/toddler caregiving programs. Citations preceded by an asterisk indicate documents available through the Educational Resources Information Center (ERIC) collection. Appended material describes how to obtain ERIC documents and lists the addresses of each of the 16 ERIC Clearinghouses. (Author/RH)

Identifiers-*Canada; *United States

The impetus giving rise to U.S. outdoor education was composed of the organized camping program and educators who saw possibilities of using a camp setting to provide students with real experiences in the out-of-doors, while the major push in Canada came from the public's growing concern with the need for conservation of natural resources. The early period of the organized camping movement in the U.S. (1900-1935) was a reaction to rigidity of the school's curricula. By 1965 school camping had become only one aspect of the outdoor education movement, and federal legislation greatly influenced the growth and development of outdoor education programs. Organized camping also had a strong influence in Canada, where there was a voluntary youth training program in conservation prior to World War II. Subsequently, interest in conservation led to curriculum changes, counselor training programs, involvement of voluntary organizations, and establishment of residential programs in outdoor education. Provincial enabling legislation encouraged schools to own and operate natural science schools and to take field trips. Regardless of the factors that initiated their outdoor education programs, the present concept held in both countries is that outdoor education involves use of the out-of-doors in teaching a school's curriculum. (BRR)

compass activity. Response to the weekend of intensive study and exploration was great. (LC)

ED215821 RC013322

Lorimer, Thomas; Bachu, Amara

Illustrative Statistics on Women in Selected Developing Countries.

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.; Bureau of the Census (DOC), Suitland, Md.

Pub Date Jun 80

Note-48p.; Paper copy not available due to small print size.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age; Birth Rate; Comparative Analysis; *Developing Nations; *Educational Status Comparison; Employed Women; *Females; Foreign Countries; Labor Force; Literacy; Males; Marital Status; *Occupational Surveys; Professional Occupations; Regional Characteristics; Rural Population; *Sex Differences; Tables (Data); Urban Population

Identifiers-Africa; *Asia; *Latin America

Data pertaining to some basic aspects of women's participation in selected developing countries are presented in 13 charts, arranged alphabetically by region and country within region. Countries in each of the three major developing regions--Africa, Asia, and Latin America--are included when possible. Each chart presents data for a single topic in the following sequence: age of women, residence, longevity, childhood mortality, age at marriage, marital status, fertility, literacy, school enrollment, school completion, labor force participation, sector of employment, and professional occupations. Charts contain one or more indicators of women's status and, where appropriate, a ratio indicator value for women divided by the corresponding indicator value for men so that a measure of the status of women relative to that of men is provided. (AH)

ED215840 RC013345

Edington, Everett D.

The Factors Affecting the Adoption and Implementation of Innovations in Rural Schools.

Pub Date 15 Jun 82

Note-11p.; Paper presented at the National Diffusion Network Meeting (Washington, DC, June 15, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adoption (Ideas); Change Agents; *Change Strategies; Community Control; *Differences; Educational Change; *Educational Innovation; National Programs; Problems; *Program Implementation; Rural Education; *Rural Schools; School Community Relationship; Small Schools; Success

Change in rural schools is difficult to achieve because the diversity of these schools does not allow for one set implementation program. Small rural schools are an integral part of the rural community, and as such are as different as the part of the country where they are located. Change in rural areas is unsuccessful due to: the amount of bureaucratic red tape involved in programs; lack of community involvement in each stage of implementation; community resistance to change from current programs; attempts to implement one set program in all rural schools; lack of acceptance of change agents in the rural community; and little local consensus about the importance of the problem defined at the national level. Implementation of programs compatible to existing programs have a higher success rate than noncompatible programs, but when outside funding is withdrawn innovative programs generally disappear. Programs must offer a variety of methods and techniques within a broad conceptual framework that allows local decision makers to determine which educational needs have priority in their communities and how these needs can best be addressed. Grassroots programs have a better chance of success than national programs introduced by "outside" agencies. (AH)

Note-12p.; Summary of presentation prepared for the Rural Education Seminar, United States Dept. of Education (Washington, DC, May 3-5, 1982). Last half of a joint presentation with Faith Dunne on "The Rural Condition: Demographics and Characteristics."

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education; *Classification; *Community Characteristics; Disadvantaged Environment; *Economic Status; Equal Education; Geographic Location; Quality of Life; Racial Factors; *Rural Areas; Rural Population; Rural Schools; Small Schools; Social Isolation; Urban to Rural Migration

Identifiers-Boomtowns; Isolation (Geographic); Rural Renaissance

There are five basic types of rural communities as far as school issues are concerned; rural schools vary not only to the extent that they are small, but also according to the type of community in which they are located. "Stable rural" communities are our classic rural community--prosperous, peaceful, traditional, and mostly white. In "depressed rural" communities economic insecurity abounds, outmigration is high, local economy is often undeveloped, and there is a moderate to high minority population. The "high growth rural" community faces problems inherent in rapid growth: inadequate school facilities, housing, and services coupled with problems which existed before a "boomtown" came into being. "Reborn rural" communities attract a refugee population from the city seeking a rural lifestyle; they are converts to that lifestyle, and they are zealous defenders of many traditional rural customs and institutions. "Isolated rural" communities have many characteristics of the other types, but isolation leads to separate problems (transportation, commerce, and cultural activities are all affected). Each rural type has its own set of strengths and problems. In order to improve rural schools, equal educational opportunity must be established and a strategy or combination of strategies most appropriate to unique local situations must be found. (AH)

members with the major focus on developing students' skills in using metric measurement. Teachers and lay people received their training in workshops, and were expected to help students develop metric skills. Teachers who participated in the 30-hour course in metric education showed significant growth in their knowledge of metric measurement. Seven of 13 community adults who completed the metric project workshops assisted teachers with their metric programs in two of the participating schools. Project teachers noted that 70% of the items on a checklist of application of metric skills and concepts were taught to their students. However, sufficient evidence was not available to indicate that students of teachers who participated in a metric course demonstrated increased knowledge. The one class for which data were available showed a significant gain on a teacher-designed instrument concerning metric measurement. (MP)

Instructional Resources Monograph Series.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Report No-EPA-430/1-81-017
Pub Date Aug 81
Grant-EPA-T-901184-01-0
Note-205p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.50).
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Environmental Education; *Job Skills; *Job Training; Postsecondary Education; Quality Control; Science Education; Technical Education; *Waste Disposal; Water Pollution; *Water Resources
Identifiers-*Anaerobic Digestion; Sludge; *Waste Water Treatment; Water Quality

Focusing specifically on the wastewater treatment process of anaerobic digestion, this document identifies instructional and reference materials for use by professionals in the field in the development and implementation of new programs or in the updating of existing programs. It is designed to help trainers, plant operators, educators, engineers, consultants, and students efficiently identify and locate specific instructional materials. Part I presents a brief description of the anaerobic digestion process in wastewater treatment operations. Part II provides eleven selected chapters or sections from resource publications and other instructional materials which are representative of materials currently available. Part III contains abstracts of other pertinent instructional materials which may supplement those in Part II. The final section alphabetically lists bibliographic citations, mostly from technical and scientific journals, of additional resources which tend to be highly specific and more technical in nature. (Author/DC)

This teaching guide on global issues contains 20 activities for students in grades K-12. The global activities focus on the themes of inequality, development and technology, human rights, and basic human needs. For example, an activity called "Human Rights" shows students the distribution of land in South Africa as compared to the number of black and white inhabitants. A game, " A Simple Roll of the Dice," shows students how chance plays an important role in the concept of inequality. An activity called "Limited World Model" demonstrates the effect that the arms race, foreign aid, and technology have on both rich and poor countries. A game, "Help or Hinder: How to Give Good Aid," helps students explore whether the country receiving or the country giving foreign aid should determine the method of assistance. Each activity includes an introduction and a list of objectives. Specified are the grade level, time required for the activity, and materials needed. Information is given on procedure to follow and there are debriefing questions. Often there is a list of optional or additional procedures and references and resources. A major portion of the guide provides handout materials for teaching the activities. (Author/NE)

Note-75p.; Small print type may not reproduce clearly. For a related document, see SO 014 022.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiovisual Aids; Career Awareness; Career Education; *Curriculum Evaluation; Educational Research; Elementary Education; Industry; Organizations (Groups); *Teacher Attitudes

Identifiers-*Free Materials

This paper reports the results of a study which examined elementary teachers' attitudes toward two sets of materials sponsored by the Consumers Power Company in Michigan. The study was intended to add to the body of knowledge concerned with teacher assessment of sponsored materials, and to identify factors which may have an effect upon the use of the materials in the classroom. Three hundred and fifty nine questionnaires were mailed to teachers. The response rate was 47%. The two media kits analyzed in the study were "Career Awareness" and "Career Interests." The study revealed a positive attitude toward and acceptance of the educational materials. The educational materials were found to have great instructional value to the users, particularly in providing career awareness and stimulating interest on the part of pupils. Because of the highly favorable responses from those teachers who reported using the media kits, it is believed that the kits have a place in the schools of Michigan. The conclusion, therefore, is drawn that Consumers Power Company should continue to provide these and similar materials to teachers. The questionnaire and teacher responses are included in the appendices. (RM)

techniques consistent with the non-interventionist and interactionalist models. After the teaching experience, there was little difference between the student teachers and their directing teachers in choosing the most preferred discipline model. (JD)

ED215959 SP019945

Lourie, Nancy E.

An Analysis of a College Supervisory Position in Teacher Education from an Organizational Perspective.

Pub Date Feb 82

Note-27p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Consultants; *Graduate Students; Higher Education; Preservice Teacher Education; Role Theory; Student Teachers; *Student Teacher Supervisors; Supervisory Methods; *Teacher Education Programs; Teacher Guidance; Teacher Responsibility; *Teacher Supervision; *Teaching Assistants

A new element added to the University of California at Los Angeles' student teacher program provided an opportunity for an exploratory study of the roles and responsibilities of college supervisors from an organizational perspective. A case study approach used data from interviews, self reports (in the form of a journal) from supervisors, and notes from a participant-observer during a two-week period. Doctoral and masters' degree students were hired as "clinical consultants" and were assigned to work with approximately 16 student teachers for one year. The clinical consultants were to act as counselors or as "clinical teachers," but they had no evaluative responsibilities. It was hoped that the clinical consultants could provide frequent feedback without the threat of evaluation for the student teachers and that the clinical consultants could receive training and practice in supervisory and research skills. Examination of data indicated that clinical consultants felt that credibility with student teachers and school-based cooperating teachers was critical. Credibility was enhanced by the lack of formal evaluative authority and the amount of field-based experience possessed by the consultants, as well as their use of three-way conferences. However, clinical consultants expressed disappointment with the conception of the research element of the program. Weak links were seen in the program's communication system between clinical consultants and college professors and between clinical consultants and program administrators. The usefulness of data provided by an organizational perspective in this case can indicate an alternative approach to supervisory programs. (FG)

Plihal, Jane

Types of Intrinsic Rewards of Teaching and their Relation to Teacher Characteristics and Variables in the Work Setting.

Pub Date Mar 82

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY. March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment; Elementary Education; Elementary School Teachers; *Job Satisfaction; *Rewards; *Student Teacher Relationship; *Teacher Attitudes; *Teacher Characteristics; Teacher Influence; Teacher Response; Teaching Conditions; Teaching Experience; *Teaching Styles

In a study of 30 elementary school teachers' perceptions of the rewards of teaching, two major types of intrinsic rewards were found. One kind of reward came from enjoying interactions with the students regardless of the outcome. The other type of reward is achievement oriented and results from feeling instrumental in students' accomplishments. The two types of rewards were negatively related to one another, and each was related to particular factors in the work setting. Correlations were found between types of teaching rewards and students' socioeconomic status, length of teaching experience, and teachers' perceptions of challenges and skills. It was found that student attention in social studies classes was significantly connected with teacher rewards. Differences emerged between social studies and mathematics classes conducted by teachers who were achievement oriented as opposed to those who were experience oriented. Teachers who most enjoyed interacting with students were most likely to engage students in active learning modes that held their attention in social studies classes. Achievement-oriented teachers demanded little active participation of students and used individual rather than cooperative student pacing, which is particularly effective in mathematics classes. Students' attention in these classrooms was neither relatively high nor relatively low. (FG)

each session. Appendices contain overhead masters, handouts, and activity sheets to be used in lectures and workshops. (FG)

ED215997 SP020151

Burrello, Leonard C., Ed.; And Others

Collaborative Planning Guide for Personnel Development. Organizing for Change Through Planning.

National Inservice Network, Bloomington, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date Sep 81

Grant-G00781840

Note-280p.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Agency Cooperation; *Cooperative Planning; Educational Change; Educational Improvement; Elementary Secondary Education; Inservice Teacher Education; Needs Assessment; *Program Development; Program Evaluation; School Districts; *Staff Development; State Agencies; *Statewide Planning

The purpose of this planning guide is to assist state, local, and university personnel involved in the design, development, and evaluation of staff development or other areas of school improvement. It represents a compilation of the learnings from the National Inservice Network's project work in Colorado, Indiana, and Maine from 1978-1981. Each state designed a statewide planning process or model to assist local administrators and teachers of regular and special education to come together to plan, implement, and exchange staff development activities. Fundamental to the planning process was local ownership, problem solving, ongoing structures, resources, and collaboration. This guide provides information on strategies that may be used in team development, needs assessment, program development, program evaluation, and implementation. Sections contain information on concerns of users of this guide about: (1) the model; (2) principles that form the basis for the model; (3) goals of the model; (4) users of this model; (5) needs that are addressed in the planning process; (6) other purposes that are served by the planning process; (7) requirements for implementing the model; (8) how local agencies are identified and selected; (9) kind of training needed for a core training team; (10) how participants are identified and selected to be part of the local planning team; (11) instructional topics and strategies used; (12) how instructional sessions are provided; (13) what follows planning; (14) what is needed to implement and maintain the plan; (15) how the model is evaluated; and (16) how the effort might be funded. (JD)

reading test and coached in test-taking techniques. This preparation places undue emphasis on reading over other areas of the curriculum. The program was officially described in 1977 as serving several functions for which it was inappropriate. These were evaluating federal reimbursable programs and determining pupil class assignments. The program has since been depicted as serving other functions such as teacher evaluation and diagnosis of pupil reading skills. Major problems have been created because the program's functions are in conflict. Using the test as a means to evaluate teachers conflicts with its function of providing diagnostic information for teachers on pupil reading skills. The authors recommend focusing the Citywide Test on the function of public portrayal of the city school system, fulfilling other functions that the Citywide Test now serves, and encouraging new directions for educational assessment in city schools. (DWH)

and the basic forms of evaluation and accountability in the law are presented. Within the impact and future directions of evaluation, concern is whether the lack of specificity in block grant legislation is not a deliberate attempt to divest federal funding for education when authorization ends in 1987. Five tenets are presented for a block grant evaluation framework advocated by the Council of Chief State School Offices to ensure that a common core of evaluative data will be available at state and national levels. (Author/CM) and test-taking skills. (Author/MJL)

ED216059 UD022086

Paul, Kurt
Retrieval and Prevention: An Analysis of Recently Instituted Dropout Programs in New York City Public High Schools.
Pub Date Mar 82
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Community Attitudes; Community Programs; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Rate; *Dropouts; High Schools; *Outreach Programs; *Potential Dropouts; Program Effectiveness
Identifiers-*New York City Board of Education

Efforts addressed at the pervasive school dropout problem in New York City received a boost in 1978 with the development of large scale, centrally initiated programs to reduce the number of high school dropouts. Based on the recommendations of two studies, the New York City Board of Education's Division of High Schools established outreach centers in neighborhoods perceived to have large numbers of unemployed and disaffected young people. The centers aimed to assist dropouts in developing realistic goals, overcoming educational problems, developing and implementing individual educational programs, obtaining educational experiences and career awareness, and acquiring jobs. Reports on students' achievement and program characteristics showed favorable results for the program. In addition, programs to prevent potential dropouts from leaving school were set up in twelve target high schools with very high or rapidly increasing dropout percentages. The programs identified potential dropouts and provided services to help students obtain high school equivalency and get jobs, improve learning skills among low achievers, and to prepare students for vocations. Problems continue to affect the dropout situation and dropout programs in New York City, and the attempt to confront the issue as a central rather than as a piecemeal effort is an important first step toward reducing dropout numbers. (Author/MJL)

ED216079 UD022265

Haley, Gay Lyons

Creative Response Styles: The Effects of Socioeconomic Status and Problem Solving Training.

Pub Date 22 Mar 82

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Blacks; *Cognitive Style; *Creativity; Creativity Research; Developmental Stages; *Divergent Thinking; Preschool Education; *Problem Solving; Role Playing; *Socioeconomic Status; *Young Children

A major component of the creative problem solving process is divergent production, or the generation of alternative solutions to an open ended problem. Such solutions may be expressed in different forms or creative response styles: the verbal mode of expression involves stating solutions; the kinetic mode involves demonstrating solutions; and the integrative mode refers to simultaneously stating and demonstrating solutions. In an experiment with black preschool children, subjects from socioeconomically advantaged backgrounds tended to be more verbally creative, while those from disadvantaged backgrounds were more kinetically creative. The differences suggest that creative response styles may be affected by environmental influences, socialization, and schooling in different socioeconomic contexts. Systematic training in sociodrama (an integrative problem solving method) or in verbal problem solving appeared to enhance kinetic expressiveness but not verbal creativity, suggesting that at early stages of development, children are more able to express problem solutions through kinetic and integrative modes than through the verbal mode. Furthermore, the results indicate that creativity can be taught, and that deciding to train is more important than choosing between specific training approaches. (Author/MJL)

ED215660 IR009886

Maloney, Dennis M.; And Others

Audience Awareness and Information Management for Expanding Behavioral Programs.

Pub Date Aug 81

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiences; Audiovisual Aids; *Behavior Modification; *Information Dissemination; Information Networks; *Mental Health Programs; Models; Publications

Identifiers-*Boys Town NE; Printed Materials

This description of the systematic approach to dissemination of behaviorally oriented materials developed at Boys Town focuses on the Teaching-Family Model for residential treatment and the development of products to transmit information about the model to a variety of audiences in formats appropriate to the particular groups. Information techniques such as the printed word, slide presentations, audiovisual tapes, and 16mm movies have been used to develop flyers, brochures, magazine articles, journal articles, textbook chapters, in-house manuals, newsletters, conference presentations, conferences, training tapes, and movies for civic groups. Identification of specific audiences for each product has shown that most of these materials have been designed primarily for program-related audiences (e.g., trainers, evaluators), with far fewer publications aimed at other colleagues, and fewer yet for the general lay audience. However, distribution of program-related information has increased significantly since the establishment of the new unit in late 1978. A reference list is provided, and the appended graphs contain descriptions of the three

types of dissemination (information, knowledge, and program) used at Boys Town and latest available figures on publication distribution. (MER)

ED215880 SE037071

Bapat, Jayant B.; Kiellerup, Dennis M.

An Investigation into the Problem Solving Strategies of Some H.S.C. and 1st Year Students.

Caulfield Inst. of Technology (Australia).

Pub Date Nov 81

Note-213p.; Contains occasional light type. Performed under Grant N862 from the New Initiatives Committee.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Chemistry; Cognitive Processes; *College Science; Educational Research; Higher Education; Organic Chemistry; *Problem Solving; *Science Instruction; Secondary Education; Secondary School Science

Identifiers-Australia (Victoria); *Heuristics; *Science Education Research

This study on problem solving used a sample of 92 people, broken down as follows: 56 first year chemistry students, 18 Tertiary Orientation Project (T.O.P.) students, 7 H.S.C. students, 8 second year chemistry students, 2 staff members, and 1 technician. Subjects were each given four elementary organic chemistry problems. Each session consisted of up to one hour for solving the problems, and approximately two hours for completing a knowledge test, an IQ test, and the California Personality Inventory (C.P.I.) test. Subjects were asked to think aloud into a cassette recorder while they were reading problems and during the knowledge test. Three cassettes were analyzed, leaving 89 for further study. The aim was to see if: (1) there were generalizable problem-solving strategies similar to the ones described by Bruner in concept attainment; (2) these can be identified by use of Mandell's PSBTS methodology; and (3) there are correlations between IQ, psychological makeup, and student problem-solving behavior. Results provided strong evidence of the use of identifiable and generalizable problem-solving strategies, but there was little correlation between subjects' IQ's, C.P.I. profiles, and problem-solving strategies. (MP)

ED216018 TM820162

College Proficiency Examinations--Regents External Degrees.

New York State Education Dept., Albany. Regents External Degree Program.
Pub Date 81
Note-54p.; For related documents see ED 159 994 and ED 132 930.
Available from-RED-CPE Program, Cultural Education Center, Albany, New York 12230
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Credits; Degree Requirements; *Equivalency Tests; Experiential Learning; *External Degree Programs; Higher Education; *Open Universities; *Prior Learning; State Universities
Identifiers-*Regents External Degree

The Regents External Degree is a New York State program offering a college degree to individuals, whether by earned college credit or knowledge acquired in other experience areas. The external degree and the College Proficiency Examinations are administered by the University of the State of New York, which has no campus or courses but accepts credits from accredited institutions of higher education. Associate or Bachelor degrees are offered in the arts, science, nursing and business. The College Proficiency Examinations test knowledge for credit equivalent to semester courses in the arts, sciences, nursing, criminal justice, and additional areas. The examinations can be used for New York State teacher certification, to qualify for jobs or promotions, or to earn an external degree. The Regents Credit Bank is a service which evaluates anyone's college-level work within Regents academic standards. The Regents External Degree and proficiency examination programs, specifications and requirements, approaches to earning credit, and fees are presented. Examination content, credit and fees are described with application procedures for state residents and non-residents. (CM)

ED216039 TM820201

Holley, Freda M.

Foundations of Reporting: Or Bartlett's Guide to Evaluation Communication.

Austin Independent School District, Tex.

Report No-AISD-81-50

Pub Date Mar 82

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Evaluation; *Evaluators; Information Utilization; *Program Evaluation; *Research Reports; Research Utilization

The author believes her ideas on evaluation reporting are old ideas in various fields including communication theory, advertising, social science, and learning theory. The human factor in reporting evaluation must be considered. Those being evaluated often feel threatened by the evaluation. Evaluators need to accept the behaviors of evaluation subjects. They must be patient, persistent, and persuasive. Evaluators must deal in terms of group or social behaviors, as well as individual behaviors. The evaluator should be an impartial observer who considers the program and research context. Guidelines for the evaluation report include form, brevity, technical language, and type of presentation. The evaluator should realize that utilization of the report will require time. He may need to regularly recapitulate, repeat, and reinterpret his report. The paper contains quotations from Bartlett's Familiar Quotations as old masters' contemporary applications to evaluation reporting. (DWH)

ED215682 IR010145

Handbook of Effective ERIC Clearinghouse Practices.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-78-0005
Note-135p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrative Problems; Advisory Committees; Budgeting; *Clearinghouses; Equipment; Facilities; Financial Support; *Information Centers; *Information Processing; Public Relations; Services; Staff Development
Identifiers-*ERIC

This handbook, based on a questionnaire concerning operation and management issues submitted to each ERIC Clearinghouse during Spring 1981, presents satisfaction ratings for the major areas of ERIC Clearinghouse operation, lists the problems identified in particular areas of operation, and presents the solutions to the identified problems suggested by particular clearinghouses during the survey. The handbook is divided into sections covering RIE (Resources in Education) and CIJE (Current Index to Journals in Education) processing practices, computer searching, vocabulary review, facilities/equipment, user services, IAPs (Information Analysis Products), professional linkages, support sources, special projects, budget management, advisory boards, staff development, and public relations. Within each section, problem statements are listed in alphabetical order, followed by the solutions to these problems suggested by individual clearinghouses. A level of satisfaction rating (based on a scale of one to five) provided for each area is the average of the rankings reported by the 16 clearinghouses. (Author/JL)

ED225705 IR010203

Payne, Philip

The Use of Books and Libraries by Part-Time Business Studies Students at a Polytechnic: A Follow-up Study.

City of London Polytechnic (England). Library and Learning Resources Service.

Report No-ISBN-0-904264-59-9

Pub Date 81

Note-92p.; Best available copy.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accounting; *Business Education; *College Libraries; Foreign Countries; Higher Education; Interviews; Library Surveys; *Part Time Students; Questionnaires; Tables (Data); *Textbooks; User Satisfaction (Information); Use Studies

Identifiers-City of London Polytechnic (England); *Library Users

To study the effect on library use, of additional expenditure on accounting textbooks needed by part-time business students, a study was conducted in the spring of 1980 at the City of London Polytechnic. Three techniques were used: (1) a questionnaire distributed to all part-time students in the Accountancy Department and, as a control group, all part-time students in the Economics and Banking Department; (2) semi-structured interviews with part-time students aimed at examining in more detail the role of the library in their courses; and (3) a questionnaire inserted in the additional books during a three week period. The results of the questionnaire survey, with a response rate of about 40 percent, suggest that there had been a growth in the number of part-time accountancy students who used the library since an earlier study in 1979. Nevertheless, the book use study indicated that the vast majority of loans of the additional texts were to full-time students and only 16 percent were borrowed by part-time students. Copies of both the questionnaires and the interview schedule are appended, as well as supporting data and student comments on open-ended questions. (Author/RBF)

ED215724 JC820188

Gold, Ben K.

Institutional Research at Los Angeles City College: A Thirty-Five Year Perspective.

Los Angeles City Coll., Calif.

Pub Date 29 Mar 82

Note-21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty; College Transfer Students; Community Colleges; *Educational Trends; Enrollment Trends; Followup Studies; *Institutional Research; Nontraditional Students; Remedial Programs; Two Year Colleges; *Two Year College Students

Identifiers-*Los Angeles City College CA

Focusing on seven five-year periods, this paper provides a 35-year perspective on institutional research at Los Angeles City College (LACC) and its historical context. For each period, significant world, national, local, and institutional events are highlighted, and research activities and findings relevant to the period are discussed. Parts I and II, covering the years 1947-1952 and 1952-1957, review the growth of LACC and early institutional research conducted through the Counseling Center. Certain research concerns are common to the next five periods, 1957-62, 1962-67, 1967-72, 1972-77, and 1977-82, allowing a look at trends in enrollment, student characteristics, remedial programs, transfer success, and student follow-up. Other research projects were more characteristic of the period during which they were undertaken. For example, during 1957-62, 19 studies were related to testing and placement; during 1962-67, when the number of LACC inner city students increased dramatically, the Research Office was called upon to evaluate new approaches to preparing high risk students; during 1967-72, much of the research effort was directed toward the problem of campus unrest; during 1972-77, special populations, including veterans, handicapped, and displaced homemakers, received much attention; and during 1977-82, research focused largely on "new populations" in the college. (KL)

ED215782 PS012824

Drew, Jeannette Doris

The Health Experiences and Development of Teen-Age Mothered Babies.

Pub Date 77
Note-103p.; Ph.D. Dissertation, Wayne State University, 1977.
Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Publication No. 77-23, 966; Microform, $7.50 (academic), $10.00 (other); Xerographic, $15.00 (academic), $20.00 (other). Outside U.S., prices vary.
Document Not Available from EDRS.
Descriptors-Adolescents; *Age; *Child Development; Comparative Analysis; Congenital Impairments; *Health; High Risk Persons; *Infants; *Marital Status; *Mothers; Parenthood Education; Screening Tests; Young Adults
Identifiers-*Adolescent Parents; Toddlers

Conducted from an educational sociologist's point of view, this study explores the relationship of mother's age to the development of her child. A documentary frequency technique was used to investigate four general questions: (1) Do children of younger mothers, ages 16 years and under, have health problems different from the health problems of mothers either 17 to 20 years of age or 21 years and older when socioeconomic variables are held constant? (2) Do children born to younger mothers become ill more often than children of older mothers when socioeconomic variables are held constant? (3) Do children of younger mothers score significantly differently on the Denver Developmental Screening Test (DDST) than children born to older mothers when socioeconomic variables are held constant? and (4) Do children of married mothers of the same age group and similar socioeconomic status score differently on the DDST than children of unmarried mothers of the same age group and socioeconomic status? The sample was made up of 220 primigravida mothers whose male and female children were between 1 and 33 months of age. Mothers' ages ranged from 14 to 35 years. (Data pertaining to the sample were collected from medical records' reports of health problems, immunization status, laboratory findings, and DDST measures.) Results, which suggest that the school-age mother needs health education and infant care information, are discussed. (Author/RH)

ED215802 RC013293

Infusing Career Education into the Curriculum. A Tentative Transportable Model, Amity School District No. 4-J.

Amity School District No. 4-J, OR.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note-47p.; For related documents, see RC 013 294-297. A product of the Oregon Consortium for Incremental Development of Exemplary Career Education Programs.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Awareness; *Career Education; Career Exploration; *Curriculum Development; *Educational Objectives; Educational Planning; Elementary Secondary Education; *Instructional Development; Interdisciplinary Approach; Program Development; *Small Schools

Identifiers-*Amity School District No 4J OR

Activities undertaken by the Amity school district to accomplish its six goals to infuse career education materials into the curriculum at the awareness, exploratory, and preparation educational levels are briefly described: to develop and initiate a career guidance program 1-12 for small schools; to develop and initiate Downtown Math and Language Program for grades 1-6; to revise the Career Exploration English program; to incorporate appropriate elements of the Amity High School Building Construction housing project into all disciplines at the high school level; to develop a Career Exploration Math program; and to update the existing curriculum guide, identifying the career education concepts. Activities described include the advisor-advisee program at the outset and at the end; stages of implementation and development of the career guidance program; steps involved and problems encountered in developing the Downtown Math and Language Program; steps involved in developing a Career Exploration Math program; and timeliness for revising the Exploration English program, for updating the existing curriculum guide, and for incorporating the appropriate elements of the housing project. An overall assessment, the results of pre-post examinations, and the structure and process section of the Oregon State Assessment Guide for Career Education conclude the report. (NQA)

ED215859 SE036395

Higgins, Jon L.; Kirschner, Vicky

Calculators, Computers, and Classrooms.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Dec 81
Contract No-400-78-0004
Note-196p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Calculators; Computer Assisted Instruction; *Computer Literacy; Elementary School Mathematics; *Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Microcomputers; *Problem Solving; Secondary School Mathematics; Simulation

Suggestions for using four-function calculators, programmable calculators, and microcomputers are considered in this collection of 36 articles. The first section contains articles considering general implications for mathematics curricula implied by the freedom calculators offer students from routine computation, enabling them to focus on results and relationships, and is balanced by Section Two, exploring inappropriate ways calculators can be used. Freedom from thinking about routine calculations provides freedom for thinking about problem solving is the theme of Section Three. Articles in Section Four include some specific lesson ideas for using calculators in the classroom. Section Five focuses on programmable calculators. Section Six contains articles which consider ways in which microcomputers can be introduced into schools, addressing physical, economic, and political issues. Section Seven explores implications of the computer on mathematics curricula, considering both new topics and new approaches to old topics (such as computer assisted instruction). Computer literacy is the theme of Section Eight, suggesting that although all students need to know about computers, "what" they need to know is debatable. The ability to simulate real-world events (computer simulations) is considered in the final section, suggesting that this ability opens new areas for mathematical exploration. (Author/JN)

ED215922 SO013978

Smith, Gary R.

Teaching about Aging. Environmental Education Series.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Educatio
Pub Date 78
Note-119p.; Photographs and colored pages may not reproduce clearly.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($9.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advertising; Age Discrimination; Aging (Individuals); *Aging Education; Community Study; *Cross Cultural Studies; Elementary Secondary Education; Learning Activities; Role Playing; Simulation; Teaching Guides; Values Clarification
Identifiers-Canada; Intergenerational Programs

This teaching guide on aging contains 18 activities for students. A major cognitive objective is for students to examine and evaluate personal and societal attitudes and behavior toward aging in the United States and in other societies. When students make cross-cultural comparisons of these attitudes and behaviors they become aware that their own preconceived views of aging are not universally held. An affective objective is to help students empathize with old people, the aging process, and the problems of the elderly. The activity-centered materials in this guide are community-oriented, show cross-cultural trends, deal with values clarification, and examine aging in rural and urban Canada. Students conduct surveys, view filmstrips, analyze data charts, and read and discuss materials. Examples of activities follow. In one activity, "We Are Now Seventy," students act out their perceptions of the aged and then check out those perspectives with a group of 70-year olds in the community. "Slowdown" is a simulation which provides students with an opportunity to pre-experience the slowdown of intellectual functioning. Each activity contains an introduction and a list of objectives. It includes information about grade level, time required, and materials needed. A step-by-step procedure to following and debriefing questions is provided. A major portion of the guide provides handout materials. A pretest and posttest is included as is an extensive bibliography. (Author/NE)

ED215941 SO014025

Saveland, Robert N., Ed.

Place Vocabulary Research Project, A Report to the Commission on Education of the International Geographic Union.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date Aug 80

Note-104p.

Available from-Geography Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, GA 30602 ($3.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents; Comparative Analysis; Comparative Education; Cultural Differences; Developed Nations; Developing Nations; Educational Research; Foreign Countries; *Geographic Regions; *Geography Instruction; Junior High Schools; *Knowledge Level; *Physical Geography

The objective of this study was to find out with what major geographic place names, various 13-year-old children from different countries were familiar. Anglo-American, Latin American, Western European, African, Asian, and Arab cultures were represented among the countries participating in the project. A sampling of students (usually at least 300) from each country were given a map of the world and asked to identify oceans, countries, and cities. A teacher questionnaire asked teachers to characterize their communities and to describe their schools. The publication contains country reports (an overview of the school system and analysis of data) from: Canada, United States, Mexico, Venezuela, Brazil, Ireland, Netherlands, Norway, Poland, Soviet Union, Egypt, Nigeria, India, Japan, New Zealand, and Iraq. The country reports demonstrate that there is a wide range of pupil performance not only among countries, but also within a country. The highest level of achievement was reported by Poland. The scores from Ireland and the Netherlands closely approximate one another. Canada and the United States have patterns like those of Western Europe but at somewhat lower levels of performance. Countries referred to as "developing nations" turned in the largest proportion of students in the low range of scores. That the scores of Brazil, Mexico, and Venezuela should be so similar lends a certain credence to the test results. (RM)

ED215644 HE015027

1890 Land-Grant Colleges Facilities. Hearing Before the Subcommittee on Department Operations, Research, and Foreign Agriculture of the Committee on Agriculture, House of Representatives, Ninety-Seventh Congress, First Session on H.R. 1309.

Congress of the U.S., Washington, D.C. House Committee on Agriculture.
Report No-House-97-NN
Pub Date 4 Jun 81
Note-46p.; Some parts marginally legible.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Colleges; Agriculture; *Black Colleges; College Buildings; Educational Facilities Planning; *Facility Improvement; *Federal Aid; *Federal Legislation; Food; Higher Education; *Land Grant Universities; Research
Identifiers-Alabama A and M University; Alcorn State University MS; Delaware State College; *Department of Agriculture; Florida A and M University; Kentucky State University, Lincoln University MO; North Carolina Agricultural Technical State Univ; South Carolina State College; Southern University LA; Tuskegee Institute AL; University of Arkansas; University of Maryland; Virginia State University

The Committee on Agriculture hearing in the U.S. House of Representatives on H.R. 1309, which pertains to land-grant colleges and research facilities, including the text of the bill and witness statements, are presented. The bill would provide grants to the 1890 land-grant colleges, including Tuskegee Institute, for the purpose of assisting these institutions in the purchase of equipment and land, and the planning, construction, alteration, or renovation of buildings to strengthen their capacity for research in the food and agricultural sciences. The legislation would authorize grants of $10 million in each of the five fiscal years beginning with 1981. According to testimony, the bill would help the 17 affected colleges to build a more effective capacity for agricultural research. The 1890 institutions are historically black colleges and universities generally located in the South. Four percent of the funds to be appropriated will be used by the Department of Agriculture to administer the program. The lack of sufficient research facilities has forced the institutions to use the space provided for instruction and other campus programs, and the research capability of these institutions is not comperable to that of the original land grant institutions of 1862. The 1890 institutions have received limited state construction funds for research facilities and they were not eligible to participate in a federal facilities program in the late 1960s and early 1970s for the 1862 land-grant institutions under the Research Facilities Act of 1963. (SW)

ED215762 PS012791

West, Richard F.; And Others

General Name-Retrieval and Phonological Analysis Abilities of Skilled and Less-Skilled Readers.

Pub Date Apr 82
Note-12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; Comparative Analysis; *Decoding (Reading); Dyslexia; Elementary Education; *Elementary School Students; Learning Disabilities; Measurement Techniques; *Performance Factors; Phonemes; *Reading Difficulties; Reading Rate; *Word Recognition
Identifiers-*Naming Response; *Retrieval (Memory)

The present study employed discrete trial procedures to compare the performance of skilled and less-skilled third and sixth grade readers (N=37) on picture, letter and word naming tasks. It was assumed that if lack of proficiency in reading skill is due to a general name-retrieval deficit, then the skilled readers would be able to name each stimulus type more rapidly than the less-skilled readers. However, if there is no such general name-retrieval deficit, and the deficiency centers around the ability to rapidly decode words, then the skilled readers, as opposed to the less-skilled readers, would only be more rapid in naming the words. (To examine the latter possibility, the subjects also performed tasks designed to assess their skills in phonological analysis.) Results indicated that a general name-retrieval deficit did not appear to account for the reading problems of the less-skilled readers. Instead, reading deficiency was associated with a general weakness in phonological analysis skills. (Author/MP)

ED215822 RC013323

Chugh, Ram L.

Voluntary Contribution of Service: A Priceless Resource for the Potsdam Community.

State Univ. of New York, Potsdam. Coll. at Potsdam.

Pub Date 80

Note-102p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Surveys; *Human Resources; *Motivation; Problems; *Public Agencies; Questionnaires; Rural Areas; *Social Agencies; Voluntary Agencies; *Volunteers

Identifiers-*New York (Potsdam)

In 1978-79 about 50 organizations and 50 individuals in Potsdam, New York, were surveyed by questionnaire to: (1) identify services performed by voluntary social organizations and other publicly supported social organizations using voluntary help; (2) estimate the amount of volunteer work contributed; (3) analyze "reasons" which motivate individual workers to volunteer; and (4) identify problems facing social organizations in performing their functions and to suggest possible solutions. The organizations provided a wide variety of public services (fire protection, education, culture, recreation, etc.) and volunteer workers came from across the community with the majority connected in some way with two local colleges. Approximately 147,000 hours per year were volunteered. If such services were not available, some social organizations would have to close and others would be curtailed severely. People volunteered because of altruism, commitment to a cause, expertise in a particular area, seeing children benefit from services, spirit of self-reliance, etc. Various social organizations felt they lacked adequate funds, volunteer workers, organizational coordination, and moral support. It would be helpful if volunteer contributions to the community were recognized by the media and public officials through fiscal support and a "volunteer week." (BRR)

Suydam, Marilyn N.; Kasten, Margaret L.

Investigations in Mathematics Education. Expanded Abstracts and Critical Analyses of Recent Research.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date 82
Note-73p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 each).
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cognitive Processes; *Educational Research; Elementary Secondary Education; Instruction; *Learning Theories; *Mathematical Concepts; *Mathematics Education; *Mathematics Instruction; *Problem Solving; Sex Differences; Teaching Methods
Identifiers-*Mathematics Education Research

Mathematics education research from fourteen studies is abstracted and critiqued in this publication. Six cover aspects of instructional practice, four deal with points in learning theory, two with problem solving, and one each with calculators and sex differences. Research in mathematics education as reported in CIJE and RIE from October to December 1981 is also noted. (MP)

ED215979 SP020062

Frazer, Gregory H.; Gold, Robert S.

An Analysis of Research Published in Health Education Journals: May 1980-May 1981.

Pub Date Apr 82

Note-28p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April 23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Content Analysis; *Educational Research; Evaluation Criteria; *Health Education; *Medical Research; *Periodicals; Research Methodology; Research Needs; *Research Reports; Research Skills; *Scholarship

This study measured the thoroughness of reported research which appeared in seven journals in the health education field. Evaluation was made of articles, appearing between May 1980 and May 1981, in the "Journal of the American College Health Association," "American Journal of Public Health," "Health Education Quarterly," "Health Values: Achieving High Level Wellness," "International Journal of Health Education," "Journal of School Health," and "Health Education." The evaluation instrument consisted of criteria in the areas of significance of research problem, definition of problem, definition of study population, sampling procedures, sources of error, appropriateness of statistical analyses, reasonableness of conclusions, and adequacy of reporting style. Articles were categorized as: (1) experimental (articles in which the independent variable was manipulated so that change in the dependent variable could be measured); (2) quasi-experimental (articles in which comparisons between groups were made but there was no random assignment of subjects to experimental and comparison groups); (3) nonexperimental (articles which were descriptive or historical in nature but did not compare groups); and (4) philosophical or theoretical (any article which described a procedure, occurrence, or school of thought without statistical verification). Results indicated that the seven journals similarly reported the information evaluated by the instrument. It appeared that the statement and significance of the problem seemed to be understated in the articles analyzed, while the sampling procedures, population definition, and the adequacy of the measuring instruments used were satisfactorily addressed. Tables present mean ratings, based on evaluation criteria, for each journal for each of the four categories in which the articles were classified. An overview is provided of previous studies analyzing the reporting of health education research. (JD)

ED216080 UD022266

Barnes, Robert E.; Milne, Ann M.

Size of the Eligible Language Minority Population. Final Report. Draft.

Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.
Pub Date 25 Sep 81
Note-52p.; Not available in paper copy due to reproduction quality of original document.
Available from-U.S. Department of Education, 400 Maryland Avenue, S.W., Office of Planning, Budget, and Evaluation, Room 3127, Washington, DC 20202 (write for price).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education; *Bilingual Students; Court Litigation; *Definitions; Elementary Secondary Education; *Eligibility; *English (Second Language); Federal Legislation; *Measurement Techniques; Minority Group Children; Public Policy; State Departments of Education
Identifiers-Childrens English and Services Study; Civil Rights Act 1964 Title VI; Elementary Secondary Education Act Title VII; *Limited English Speaking; Survey of Income and Education; Sustaining Effects Study

This paper develops a revised estimate of the number of children eligible for bilingual services based on the contention that the figure being used by the Department of Education is an overestimate. The current estimate of 3.6 million, which was derived from the Children's English and Services Study (CESS), is believed to be based on excessively high cutoff scores on the CESS test of English proficiency, and to include children who may not be entitled to services because they do not depend on a non-English language or becuase they are not in school. Drawing on legislative and court provisions for bilingual education, the paper explores alternative definitions of the following criteria to delimit the eligible populations: base populations; sufficient limitation in English; and dependence on a non-English language. Using the definitions, the paper generates new estimates by: (1) reanalyzing the CESS data to exclude nonrelevant populations; (2) incorporating a more realistic criterion for limited English proficiency derived from the Sustaining Effects Study (SES); (3) extrapolating estimates to the school universe using Survey of Income and Education (SIE) data; and (4) comparing derived estimates with estimates from other sources. The revised estimates are considered more reliable and more reasonable for Federal policy purposes. (Author/MJL)

ED215627 HE014988

On Campus with Women, Number 33, Winter 1982.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date 82

Note-14p.

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrators; Career Counseling; Court Litigation; Employment Opportunities; *Employment Practices; Equal Opportunities (Jobs); Family Life; *Females; Higher Education; Minority Groups; Part Time Employment; Rape; *Reentry Students; Rural Areas; *Sex Discrimination; *Women Faculty; *Womens Education; Womens Studies

Identifiers-Sexual Harassment; Title IX Education Amendments 1972

News concerning developments affecting women at colleges and universities is presented. Among the issues are the following: the Graduate Women's Network at the University of Michigan; a portable campus that provides career help to rural women in Minnesota; reentry programs into the corporate world for women 35 to 45 years old; an increase in unplanned pregnancies among Stanford University students; a women's health day forum sponsored by Case Western Reserve University, Ohio; creating a campus child care center; a court ruling that breast feeding at work is a constitutional right; sexual harassment in the workplace; a survey of sexual harassment at Arizona State University; the increase of rape and violence on the campus; programs to solve the problem of campus rape; minority women administrators in New England; an academic program designed to meet the needs of Hispanic students at Hood College, Maryland; new ways of teaching about women; incorporating gender in introductory social sciences courses; the study of women in the liberal arts curriculum; conflicting rulings on Title IX; corporate policies regarding working mothers and parents; characteristics of women who choose nontraditional fields; new opportunities for reentry women in Texas and Colorado; program for minority women in management and technical fields; promoting scientific careers for women; women and medical careers, the status of part-time professionals; the effect of sexism on men and boys; a catalog on faculty research on women and/or sex roles; journal on women's studies in communication; older women and the economics of aging; and developments regarding European women workers. (SW)

ED215661 IR009946

Computer Model Documentation Guide.

Federal Computer Performance Evaluation and Simulation Center (Air Force), Washington, DC.; National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No-NBS-SP-500-73

Pub Date Jan 81

Note-57p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($3.75).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Computer Programs; Data Processing; Flow Charts; Guidelines; *Guides; Input Output Devices; *Management Information Systems; *Models; *Programing; *Systems Analysis

These guidelines for communicating effectively the details of computer model design and operation to persons with varying interests in a model recommend the development of four different types of manuals to meet the needs of managers, users, analysts and programmers. The guidelines for preparing a management summary manual suggest a broad spectrum of general information required for decision making. It is recommended that the user's manual include practical aspects of the model and its application to the user's specific programs. Technical details which are needed for maintenance and modification of the model are suggested for the programmer's manual, while processing aspects and the underlying analytical methods and algorithms are recommended for analysts. Each set of guidelines contains an introduction, a description of the model, content sections and subsections, and suggested appendices to the model. Emphasis is placed on explaining the capabilities and limitations of the model. A 21-item bibliography is included. (CHC)

ED215743 JC820222

Clark, Robert M.

Summary Analysis of Students and Grades: Mathematics 71, Basic Mathematics.

Kings River Community Coll., Reedley, Calif.
Pub Date 21 May 82
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests; *College Mathematics; Community Colleges; *Grade Point Average; *Grades (Scholastic); High School Graduates; Mathematics Achievement; *Predictor Variables; *Scores; Student Placement; Two Year Colleges; *Two Year College Students

An analysis of the characteristics and grades of students in Mathematics 71, a basic mathematics course, was conducted at Kings River Community College to provide counselors and instructors with information to help them determine the chances of a student's success in the course. Data collected included information on placement test scores; high school graduation; high school grade point average (GPA); prior college units; GPA in prior college courses; high school mathematics grades; and prior college mathematics grades. Findings of the study, based on information about 118 day and 35 evening students, included the following: (1) students had a 50% chance of success in Mathematics 71 if they scored in the 13-34 percentile range on placement tests, had a high school GPA of 2.00 to 2.48, had taken 15 to 34.5 college units before taking the course, or had a college GPA of 2.51 to 2.96; (2) students who scored above the 35 percentile on any mathematics placement test were more successful than those scoring below this or those without test scores; (3) high school graduates were more successful than non-graduates; (4) those with a high school GPA above 2.5 were more successful than those with a lower GPA or without high school transcripts; and (5) students with high school or college grades of C or better in mathematics courses were more successful than those with lower grades. (KL)

ED215841 RC013347

Sepulveda-Hassell, Sharon

An Assessment of the Mental Health Treatment Process: Eliminating Service Barriers for Mexican Americans.

Intercultural Development Research Association, San Antonio, Tex.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date 80
Grant-MH-31212-02
Note-106p.; For related documents, see RC 013 348-351.
Available from-Intercultural Development Research Assoc., 5835 Callaghan, Suite 350, San Antonio, TX 78228 ($9.50).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Community Health Services; *Cultural Influences; Delivery Systems; Group Dynamics; *Medical Services; *Mental Health Clinics; Mental Health Programs; *Mexican Americans; Models; Needs Assessment; Physician Patient Relationship; Socioeconomic Influences; Staff Role; *Therapeutic Environment; *Use Studies
Identifiers-*Texas

The mental health intervention process, which entails the 12 essential services to be offered by community mental health centers, is studied as an interactive process involving: (1) the cultural foundations within which mental health and illness are defined; (2) the range of cultural variability of Mexican American service recipients and their service needs; (3) the culturally based attitudinal and behavioral responses of the mental health service providers to Mexican Americans; and (4) the treatment approaches utilized with Mexican American clients. Mental health literature regarding the intervention process involving Mexican American service recipients and treatment models developed for use with Mexican Americans is reviewed. A treatment team service approach that incorporates clinical professionals and indigenous paraprofessionals in the delivery of a comprehensive range of community mental health services is proposed. The perceptions and attitudes of Texas community mental health center administrators and providers regarding the delivery of mental health services are explored. Underrepresentation of Mexican Americans at professional levels and the limited awareness of cultural treatment factors are discussed as indicators of the community mental health system's currently limited capacity to offer culturally relevant and linguistically appropriate services to Mexican Americans. Implications of offering bilingual/bicultural community mental health services are considered. (Author/NQA)

ED215881 SE037072

Louwerse, F. H.

Cocoa High School's Academic Courses as Viewed by Their Consumers: A Field Study.

Cocoa Beach High School, Fla.
Pub Date 9 Jun 81
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-English Curriculum; *High School Students; Mathematics Education; Science Education; Secondary Education; *Secondary School Curriculum; Secondary School Mathematics; Secondary School Science; Secondary School Teachers; Second Languages; Social Studies; *Student Attitudes; *Student Evaluation of Teacher Performance; *Student Reaction; Student Teacher Relationship; Teacher Characteristics

A 16-item self-report instrument (included in an appendix) was developed to determine the views held by students (N=1,004) concerning aspects of courses in 5 academic areas: English, foreign languages, mathematics, science, and social studies. Individual items reflected views concerning: understanding course requirments (2 items), teacher/student interactions (5 items), teacher characteristics (4 items), and student evaluation of teachers (2 items) and courses (3 items). Percentages of responses for each item related to these four general areas are presented in the appendix and discussed in the body of the paper. Responses indicated, among others, that science students had the clearest picture of course objectives, were the least aware of class expectations, and believed their teachers were most willing to help them (followed closely by social studies teachers); although mathematics and science courses were considered difficult, most courses in general were not; although teachers were seen as knowledgeable, this was not equated with classroom poise; about half of the students felt welcome in their classes; and about two-thirds believed that tests were fair but not returned soon enough. Suggestions for teachers include emphasizing course objectives and class expectations, becoming a more effective role model, and changing instructional strategies to motivate students. (Author/JN)

ED215960 SP019959

Harvey, Karen D.

Help! Forming a Teacher Support Group.

Pub Date [82]

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; Helping Relationship; Inservice Teacher Education; Interpersonal Relationship; Peer Relationship; *Program Implementation; *Self Help Programs; *Teacher Associations; Teacher Attitudes; Teacher Burnout; *Teacher Morale; Teacher Participation; *Teacher Welfare

Identifiers-*Teacher Support Groups

The thesis of this paper is that, although the concept of teacher support groups is well accepted, their implementation is haphazard at best. Three reasons are cited: (1) Professional literature often mandates conditions for establishing support groups that are unrealistic for most schools; (2) Teachers sometimes see the support group as another obligation to be met; and (3) Some normal and predictable stages are difficult for group members to accept as productive. It is claimed that, without support groups, teachers can become lonely, tense, and burned out. A plan is suggested for establishing a nonthreatening teacher support group at the school level. An ideal group is described as consisting of between three and five volunteer members, who meet for at least one hour on a weekly basis. Group leadership should be rotated or shared, and each meeting should have both structured and unstructured elements. Suggested rules and procedures for the first four meetings are outlined, and general tips are offered. (FG)

ED215998 SP020152

Erwin, Barbara, Comp.; And Others

Descriptions and Abstracts of Regular Education Inservice Projects (REGI).

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date Jan 82
Grant-G00718140
Note-404p.
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Classroom Techniques; Disabilities; Educational Objectives; Elementary Secondary Education; Individualized Education Programs; Information Dissemination; *Inservice Teacher Education; Legal Responsibility; *Mainstreaming; *Program Descriptions; Program Evaluation; Resource Allocation; Social Attitudes; Special Education; *Teacher Workshops; Teaching Methods

This description of the Regular Education Inservice (REGI) effort in fiscal year 1981 includes a summary analysis of data from the REGI projects and a state by state compilation of project abstracts. Following the summary analysis of the REGI effort, project abstracts are organized by state or territory. Within each state or territory section, four charts summarizing characteristics of state REGI projects precede the project abstracts. Abstracts within states are arranged alphabetically by the last name of the contact person. The inservice content of the projects covers a range of material to assist regular classroom teachers to work with handicapped students in their classrooms. Topics covered are handicapping conditions, attitudes toward the handicapped, use of resources, specific teaching techniques, classroom management, individualized education programs, assessment, and legal responsibilities. Each abstract contains a description of the project, the major objectives, dissemination of information on the project, evaluation, and a listing of products generated by the project where applicable. An index of authors and topics is provided. (JD)

ED216019 TM820166

Lincoln, Yvonna S.; Guba, Egon G.

Establishing Dependability and Confirmability in Naturalistic Inquiry Through an Audit.

Pub Date Mar 82
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Analysis; Data Collection; *Inquiry; Methods; *Reliability; *Research Methodology
Identifiers-*Audits; *Naturalistic Evaluation; Naturalistic Research

The educational audit is suggested for assessing the process of inquiry for reliability and the product of inquiry for absence of bias. The inquiry auditor must review the inquiry processes to determine that they conform to norms of "good professional practice." He must review inquiry products to ensure they can be substantiated from data collected. These tasks are equivalent to establishing the dependability of an inquiry and the confirmability of its data and conclusions. The inquiry audit process is composed of the audit trail and the audit procedure. The documentation for a naturalistic audit trail incorporates a reflexive journal and a detail of procedures. The audit procedure consists of several basic steps. These include the decision to do the audit; acquisition of the inquirer's report and all portions of the audit trail; determination of documentation sufficiency; comparison of procedures to problems addressed; comparison of raw data to written narrative; description of comparison results; noting changes in methods of deployment of personnel and judgments about context and problem; noting whether inferences flow logically from data; and certification of findings in final report. An audit procedure is presented in diagram. (DWH)

ED216040 TM820202

Wisenbaker, Joseph M.

Factors Associated with Edit Failure. Contractor Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Center for Education Statistics (ED), Washington, DC.
Report No-NCES-82-213
Pub Date Sep 81
Contract No-OE-0-73-6666
Note-74p.; Appendix B, Third Follow-up Questionnaire, marginally legible due to small print.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Data Collection; Editing; Error Patterns; Graduate Surveys; High Schools; *Quality Control; *Questionnaires; Test Construction
Identifiers-*National Longitudinal Study High School Class 1972

The National Longitudinal Study of the High School Class of 1972 (NLS) employs a combination of mail, telephone, and personal interview data-gathering techniques. The NLS quality control process begins with editing each returned questionnaire to determine if certain key items are answered and if responses are consistent. If the respondent failed to properly answer these key items, the questionnaire fails edit and the respondent is contacted by telephone. The purpose of this study was to determine why so many NLS questionnaires fail edit (over 60 percent of the third follow-up survey). Five general conclusions should be emphasized: (1) though subgroup differences were found, their magnitude is too small for concrete recommendations for survey practice; (2) the majority of edit failure problems associated with itemized financial questions revolve around the respondents' failure to supply answers to each of the requested line items; (3) items structured as "check all responses that apply" are likely to be failed by a substantial number of respondents; (4) reflexive items have a realizable potential for reducing respondent burden where repetitive information is required; and (5) overall data entry errors were low except for items requiring itemized financial information. (Author/BW)

ED216060 UD022206

Glenn, Beverly Caffee; McLean, Taylor

What Works? An Examination of Effective Schools for Poor Black Children.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Pub Date [81]

Note-187p.; For Appendix, see UD 022 207.

Available from-Center for Law and Education, Inc., 6 Appian Way, Gutman Library, 3rd Floor, Cambridge, MA 02138 ($6.50 plus $1.00 for postage and handling).

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Achievement; Administrator Characteristics; Black Students; *Desegregation Effects; Economically Disadvantaged; *Educational Quality; Elementary Secondary Education; Equal Education; *Institutional Characteristics; Public Policy; Racial Integration; School Desegregation; Socioeconomic Influences; Teacher Characteristics; *Teacher Effectiveness; *Urban Schools

Identifiers-*School Effectiveness

This study sought to identify schools that efficiently teach economically disadvantaged black children and describe these schools as models for quality urban education in the United States. An effective school was defined as one in which at least 40 percent of the student population was black; gains were demonstrated in student achievement; and minority students did not experience negative desegregation effects. A literature review explored the social climate of effective education and identified the factors that make for effective schooling and learning. Detailed observations of effective schools in Richmond, Virginia, in Baltimore, Maryland, and in New York City were conducted and reported on. The study concluded that the school as an organization and the characteristics of school personnel are more important determinants of achievement than students' family background. Efficient planning, teacher effectiveness, administrators' leadership characteristics, better use of resources, and focus on basic skills were found to be particularly influential in determining school effectiveness. It was suggested that initiation changes within the school would produce better results for poor children than attempts to change family background factors. Furthermore, it was implied that the combined efforts of schools and communities can make effective schools the norm, rather than the exception, for urban schools. (Author/MJL)

ED215683 IR010146

Copeland, Richard F.; And Others

Measurement and Improvement of Subject Specialists Performance Searching Chemical Abstracts Online as Available on SDC Search Systems.

Bethune-Cookman Coll., Daytona Beach, FL.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date Jun 80

Contract No-NSF-IST-78-11407

Note-142p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Libraries; Chemistry; College Faculty; Comparative Analysis; *Databases; Higher Education; *Information Retrieval; Librarians; *Man Machine Systems; *Online Systems; Performance; *Search Strategies

Identifiers-Chemical Abstracts; System Development Corporation

The first phase of a project to design a prompting system to help semi-experienced end users to search Chemical Abstracts online, this study focused on the differences and similarities in the search approaches used by experienced users and those with less expertise. Four online searches on topics solicited from chemistry professors in small colleges--the target group for the prompting system--were conducted by each of the 12 participants, who were divided into three groups on the basis of their prior experience. Each participant received a packet of materials introducing the project, searching, and search aids, and SDC's chemistry manual, and a slide/tape presentation was shown at the time of the test. It was found that, for novice searchers, problems in interacting with the computer overshadowed all other concerns; semi-experienced searchers relied heavily on natural language searching; and experienced searchers focused on exploiting the structure of Chemical Abstracts within the capabilities of ORBIT. Problems with the search requests are discussed, as well as searching constraints and items peculiar to each searcher. Appendices include the pre-test handouts and narration for the slide/tape presentation, background on the searchers, search forms and search requests, online interaction, and searchers' comments. (RBF)

ED215706 JC790554

Begin, James; And Others

Patterns of Faculty Collective Bargaining in Community Colleges.

Pub Date 78

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Arbitration; *Collective Bargaining; College Faculty; Community Colleges; Governance; *Grievance Procedures; Labor Economics; *Negotiation Agreements; State Surveys; *Teacher Salaries; Two Year Colleges

Identifiers-*New Jersey

Based on a study conducted by Rutgers University, this article provides information on community college faculty bargaining in New Jersey with respect to negotiating structures, teacher salaries, scope of negotiations, contract administration, and governance agreements. After introductory material outlining the history of collective bargaining in New Jersey, Section II discusses the negotiating structure which results from the bargaining autonomy of local colleges and the altered composition of bargaining teams. In Section III, substantial and increasing variations in faculty salaries are noted, as are the institutional and regional characteristics positively correlated with high faculty salary. Salaries of community college faculty are then compared to those of other educational faculty. Section IV discusses variations in contract content among colleges and the relationship between the extensiveness of contract provisions and the level of faculty salaries. Section V reviews the administration of contracts with specific reference to grievance procedures and arbitration. Section VI examines faculty participation in college governance and notes an unstable and interdependent relationship between traditional governance mechanisms and collective bargaining. The report concludes with recommendations for stronger coordination between the colleges, counties, and state to provide broader input to local bargaining strategies. Data on salaries, contract content, and grievance actions are appended. (HB)

Anandam, Kamala; Myers, Donald E.

RSVP [Response System with Variable Prescriptions]: Instructional Capabilities.

Miami-Dade Community Coll., Fla.

Pub Date Aug 76
Note-57p.
Available from-Auxiliary Services, Miami-Dade Community College, 11011 S. W. 104th Street, Miami, FL 33176 ($7.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges; *Computer Assisted Instruction; *Computer Managed Instruction; *Individualized Instruction; Learning Activities; Management Information Systems; Program Descriptions; Programed Instruction; Teacher Role; Two Year Colleges
Identifiers-*Response System with Variable Prescriptions

This report provides information on the operation and potential uses of the Response System with Variable Prescriptions (RSVP), a computer-based program of individualized instruction implemented at Miami-Dade Community College (MDCC). Following introductory material, Section A describes RSVP and outlines its uses in maintaining records on each student, scoring student surveys and tests, and providing feedback to students and instructors on student performance. In addition, this section examines the services RSVP offers to students, instructors, and administrators and considers the instructor's role in activating the program. Section B focuses on the advantages of RSVP in eliciting responses from and providing feedback to as many as 5,000 students in a variety of settings and course activities, and points out the system's disadvantages, e.g., the need for an objective response format, a maximum of five response options, and the inability to underline for emphasis. Section C presents numerous illustrations of instructor-student dialogues, which consist of three stages:

presentation of instructional stimuli, student response options, and instructor response to student choice. Examples are provided from nine disciplines. The final section presents the benefits that accrue to the instructor from RSVP in the areas of course management and research and evaluation. An appendix explains RSVP's informational requirements. (KL)

Program Guide for Preschool Exceptional Children.
Dependents Schools (DOD), Washington, D.C.
Report No-DS-M-2500.6
Pub Date 12 Feb 82
Note-119p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Child Development; Class Organization; *Developmental Disabilities; *Educational Diagnosis; *Exceptional Persons; Facility Requirements; Guidelines; Identification; Learning Activities; *Parent Participation; *Preschool Children; Preschool Education; *Program Implementation; Resource Materials; Screening Tests; Special Education; Volunteers
Identifiers-*Child Find

Intended for use by administrators, regular education teachers, and teachers of the preschool exceptional child, this document includes guidelines for providing an individual education program for preschool handicapped children. Chapter I provides an introductory overview of the document's purpose, defines terms used throughout the document, outlines the program's goals, defines the characteristics of children eligible for the program, discusses service delivery models, and delineates referral procedures undertaken when referring youngsters for the program. The role of the school principal in identifying, screening and assessing the exceptional children within his/her community is discussed in Chapter II. Names, descriptions, and prices of instruments commonly used in preschool screening and assessment programs are also included in Chapter II, along with sample forms for identification, screening, and assessment of the exceptional child. Chapter III includes activities and materials designed to strengthen the handicapped child in seven developmental areas: gross motor, fine motor, cognitive development, auditory/visual perception, language/speech development, social behavior, and self-help. Also included in this chapter are special materials to be used with severely and profoundly handicapped children. Chapter IV discusses the kind of facilities that should be included in a school with a preschool special education program, and suggests ways of organizing the classroom setting so that each child has as much room for development as possible. Guidelines for involving volunteers in the program, and the role of volunteers in meeting the child's instructional needs are provided in Chapter V. Chapter VI specifies the importance of parent participation in the planning, organization, and development of the program. Finally, Chapter VII provides resources and materials (such as books, magazines, newsletters, and pamphlets) useful for helping teachers work with parents, and parents work with their children. (Author/MP)

ED215783 PS012825

Bozeman, Karl

An Easy Guide to Developing an Emergency Child Care System (Free Child Care in the Aftermath of Major Disasters).

Pub Date 82

Note-148p.; Published by Brotherhood Commission, Southern Baptist Convention, Memphis, TN.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Crisis Intervention; *Day Care; *Early Childhood Education; *Emergency Programs; Guidelines; Infants; Innovation; Instructional Materials; *Mobile Educational Services; *Program Design; *Program Implementation; Supplies; Voluntary Agencies; Young Children

Identifiers-*Temporary Emergency Child Care

A program and related materials for providing child care free of charge in the aftermath of widespread disaster to children ranging in age from infancy through second grade are described in this guidebook. In Section I, the Temporary Emergency Child Care (TECC) program is discussed. In particular, the nature of TECC services is indicated, the design of the TECC program is described, the plan for providing TECC in Texas is outlined, and the implementation of TECC in the aftermath of a tornado is described in the form of a volunteer's diary. Section II of the guide contains information for equipping and storing materials in a 14-foot supply trailer. Diagrams and photographs of the trailer and its equipment are provided along with instructions for loading and unloading. Section III lists age-appropriate, recommended, basic instructional materials as well as general supplies for stocking the trailer. (The author emphasizes that at the time of its publication, this guidebook and the program it describes appeared to be the only one of its kind in existence.) (Author/RH)

ED215803 RC013294

Coleman, Jim

Guidance Counseling, Advisor-Advisee Program: Levels 9-12.

Amity School District No. 4-J, OR.

Pub Date Nov 76

Note-30p.; For related documents, see RC 013 293-297.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Guidance; Educational Objectives; *Guidance Programs; *High Schools; Individualized Programs; Program Descriptions; *Program Development; Program Implementation; *Rural Schools; *Small Schools; Student Teacher Relationship

Identifiers-*Amity School District 4J OR

During the 1975-76 school year, the Amity High School Advisor/Advisee Program was implemented to promote systematic planning of occupational and educational goals by providing students with direct guidance in selecting courses and activities to meet their interest, abilities, and career objectives. Counselors served as program administrators; teachers were the advisors of 20 students. Teachers were provided inservice training to familiarize them with the program. Students selected their advisors. Stages of implementation and development involved staff inservice sessions, revision of the student checklist to allow for individual differences, an orientation for freshmen, selection of advisors by freshmen and new students, revision of a student needs assessment, a maintenance period, and program evaluation by staff and students. This report provides a brief introduction to the program and briefly discusses the program's rationale and stages of implementation and development from August 1975 through May 1976. Appended is an overview of the program, giving the purpose, goals, general and specific outcomes, advisors' duties, student contract, definitions of the Iowa Test of Educational Development, and examples of materials put into each advisee's personal folder (list of specific duties, student checklist, planning sheet, list of graduation requirements, contact sheet, and official transcript and permanent record). (NQA)

ED215823 RC013325

Conrad, Dan; Hedin, Diane

Experiential Education Evaluation Project. Executive Summary of the Final Report.

Minnesota Univ., St. Paul. Center for Youth Development and Research.

Spons Agency-General Mills Foundation, Wayzata, Minn.; Rockefeller Family Fund, Inc., New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date [Sep 81]

Note-55p.; For related document, see RC 013 326.

Available from-Center for Youth Development and Research, Univ. of Minnesota, 386 McNeal Hall, St. Paul, MN 55108 ($2.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adventure Education; Career Awareness; *Evaluation Methods; *Experiential Learning; Internship Programs; Outdoor Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Student Development; Student Volunteers

Identifiers-*Experiential Education Evaluation Project

In order to fill the gap in obtaining hard evidence to test or document the impact of experience-based education on student participants, the Experiential Education Evaluation Project was undertaken May, 1978 and administered to 4,000 students in 33 programs. There were four major types of programs: volunteer service, career internships, outdoor adventure, and community study/political action. Specific purposes were: (1) to define experiential education and develop a typology of programs; (2) to assess impact of experiential education programs on psychological, social and intellectual development of secondary school students; (3) to identify existing measures and instruments and to design new ones for assessing these outcomes; and (4) to use data to identify program variables and practices that were effective in facilitating student development. Five test instruments and two questionnaires were used to measure students' social, psychological and intellectual development. Data were analyzed in two phases: pre-post results were compared for each experimental and comparison group and specific features of programs were examined to assess their influence. Findings included experiential education programs had positive impact on students' psychological, social and intellectual development and characteristics of the experiences of individual students were powerful predictors of growth. (ERB)

ED215902 SE037321

Mathematics Framework and the 1980 Addendum for California Public Schools. Kindergarten Through Grade Twelve.

California State Dept. of Education, Sacramento.

Pub Date 82

Note-128p.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.00 each).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum Design; Elementary Secondary Education; Guidelines; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Program Design; *Program Development; *State Curriculum Guides

Identifiers-*California State Department of Education

This document is seen as a framework that presents suggestions for mathematics programs to fill the void left with the demise of "new math." The child is identified as the central figure in the educational scene. The material is in two major parts. The first part is a framework for mathematics as revised for 1975, and covers all grades. The second part is an addendum to this mathematics framework, as adopted in 1980. The document as a whole is intended to aid teachers through suggestions of goals, objectives and programs that would enable California school children to learn basic mathematics. (MP)

ED215923 SO013984

Barrett, Junelle P.; And Others

Teaching Global Awareness: An Approach for Grades 1-6. Global Awareness Series.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.
Pub Date 81
Note-165p.; Colored pages may not reproduce clearly.
Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($19.95 plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Awareness; Elementary Education; Environmental Education; *Global Approach; *Language Arts; Learning Activities; Population Education; *Reading Instruction; Skill Development; *Social Studies

The activities on global awareness in this guide are designed for use in elementary grades in social studies, reading, language arts, and creative arts courses. The activities are organized into four major sections each of which addresses a specific goal. The four goals are: (1) to learn to recognize the interconnection between one's own life, one's society, and major global concerns such as environment, population, resources, and human rights; (2) to develop an understanding of basic human commonalities while recognizing the importance of individual and cultural differences; (3) to develop an awareness of how perceptions, values, and priorities differ among various individuals, groups, and cultures; and (4) to develop the skills that will enable students to respond creatively to local, national, and international events and to participate effectively at those levels. Examples of activities include having students collect pictures from magazines that depict the global effects and problems of pollution, interview community persons about changes that have occurred over the years, read folk tales, and celebrate holidays of different countries. (Author/RM)

ED215942 SO014028

Glade, William P.; Baldwin, Emily

Social Studies: Economics, International Relations, and Political Science. Latin American Curriculum Units for Junior and Community Colleges.

Texas Univ., Austin. Inst. of Latin American Studies.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Report No-ISBN-0-86728-005-0

Pub Date 81

Note-89p.

Available from-Publications Department, Institute of Latin American Studies, Sid Richardson Hall 1.310, Austin, TX 78712 ($4.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication Problems; Developing Nations; *Economics Education; *International Relations; *Latin American Culture; *Political Science; Population Growth; *Social Studies; Two Year Colleges; Units of Study

Identifiers-*Latin American Studies; Mexico

These three self-contained units of study will help community college students learn about the economics, international relations, and politics of Latin America. Each unit can be used independently and contains introductory notes for instructors, student materials, and a bibliography. Students are expected to read and discuss the reading selections provided. The first unit deals with Latin American economic life. Introductory notes for instructors include discussions of four facets of economic development, reasons why Latin America provides a good model for studying third world economics, and Latin America's relationship to the rest of the Third World. Students read about the perceptions of the international system; the internal organization of Latin American economic life; the modern, criollo, and modified indigenous sectors; different economic formations; and geography and institutions. The second unit deals with the problems of international communication between the United States and Mexico. The introductory section for teachers suggests topics for student oral presentations. Themes for classroom discussion are also included in this unit. Students read about and discuss Mexico in U.S. history and the United States in Mexican history; asymmetrical perceptions and relationships; internal structural changes influencing communications; and possibilities for improving communications. The third unit is concerned with the changes resulting from rapid population growth in Latin America, and more specifically in Mexico. Students gain an understanding of population growth in less developed countries and learn about some of the changes and problems it can create, economically, socially, and politically. (Author/RM)

King, Alan J. C.; And Others

Achievement of Ontario Grade 13 Students in University.

Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Report No-ISBN-0-7743-7026-2
Pub Date 82
Note-75p.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada ($4.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; *Admission Criteria; College Admission; *College Freshmen; *College Preparation; Comparative Analysis; Foreign Countries; *Geographic Regions; *Grade Point Average; Higher Education; Secondary Education; Student Adjustment
Identifiers-Canada; *Ontario

The quality of preparation for college provided students by Ontario's educational system was assessed. First-year university achievement was compared for students from Ontario's Grade 13 and for students from the final matriculation year or equivalent of other Canadian provinces. University admission procedures were also studied to determine to what extent special requirements or adjustments were made for students who completed their secondary school education in different provinces. Additionally, the university achievement of the better students and the adjustment problems of all students in the first and second years of the university were examined. Four Ontario universities and two out-of-province universities that enrolled a significant number of students from Ontario were evaluated. Findings include the following: where secondary school grades were either specified or implied as admission requirements, Ontario students were typically allowed to gain entry into Ontario universities with the lowest grades of all students, followed by students from Quebec, Western Canada, and Atlantic Canada; in the Quebec university admission requirements to the arts, science, and commerce programs equate Ontario Grade 13 graduates with year of College d'enseignements generale et professional graduates and require students from other provinces to take a qualifying year; in comparison with students from other provinces, Ontario students in Ontario universities tend to receive higher marks in engineering and do as well or better in arts, science, and commerce; Ontario students tended to enter the university at a later age than students from all other provinces except Quebec. (SW)

ED215744 JC820223

Clark, Robert M.

Summary Analysis of Students and Grades: Mathematics A, Elementary Algebra; Mathematics B, Plane Geometry; Mathematics C, Trigonometry; and Mathematics D, Intermediate Algebra. Fall, 1980.

Kings River Community Coll., Reedley, Calif.

Pub Date 5 Mar 82

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement Tests; Algebra; *College Mathematics; Community Colleges; *Grade Point Average; *Grades (Scholastic); *Mathematics Achievement; Plane Geometry; *Predictor Variables; Scores; Student Placement; Trigonometry; Two Year Colleges; *Two Year College Students

At Kings River Community College, analyses were conducted of the grades and characteristics of students in Mathematics A (Elementary Algebra), Mathematics B (Plane Geometry), Mathematics C (Trigonometry), and Mathematics D (Intermediate Algebra) to determine which variables were significantly related to student success. Data were gathered on 69 students in Mathematics A, 24 in Mathematics B, 15 in Mathematics C, and 64 in Mathematics D regarding placement test scores, high school grade point average (GPA), prior college units taken, prior college GPA, high school mathematics grades, and prior college mathematics grades. Findings of the study include the following: (1) students had less than a 50% chance of success in Mathematics A if they scored below the 49 percentile on any mathematics placement test, had less than a 3.0 high school GPA, less than a 3.25 GPA in prior college courses, or had grades below A or B in prior college math classes; (2) grades earned in high school math classes had no bearing on success in Mathematics A; (3) the only significant success factor in Mathematics B was college GPA; (4) in Mathematics C, no factor was found to be significant in determining success or failure; and (5) Mathematics D students had less than a 50% chance of success if they scored below the 56 percentile on placement tests, had less than a 3.0 high school or 2.9 college GPA, and had taken less than 35 college units. (KL)

ED215860 SE036985

People & Places U.S.A. - Teacher's Guide.

Community School District 11, Bronx, N.Y.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date 81
Note-56p.; For related document, see SE 036 986
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness; *Elementary Education; Ethnicity; Grade 3; Grade 4; Grade 5; *Interdisciplinary Approach; Language Arts; Mathematics Education; Media Selection; Science Education; *Self Concept; *Sex Fairness; Social Studies

Designed for grades 3-5, "People and Places, U.S.A." represents one part of an instructional program called "Probing Our Wonderful Environmental Resources" (P.O.W.E.R.). These supplementary reading materials were developed by a special project, the Production of Women's Educational Resources, to provide affective learning experiences which help develop a positive self image and to promote career goals based upon personal interests and abilities, not on sex or ethnicity. This document is intended as a teacher's guide to a student text comprised of 30 short narratives. The introduction describes the program and how to use the guide. Section I outlines the project's objectives and development, summarizes the student text, lists the role model attributes of the characters in the narratives along with career role models, and suggests a variety of non-sexist media activities to accompany the readings. Section II identifies language arts, mathematics, science, and social studies activities appropriate for different narratives within the different grade levels as well as other optional follow-up activities. Section III discusses the use of media and suggests ways in which it can be used with different narratives to teach different subject skills. (DC)

ED215961 SP019970

Dell, Laura L.

Omniology: The Study of Everything. A Guide for Personal Growth and Lifestyling and a Compendium of Procedures, Activities, Ideas, and References, for Parents, Teachers, Counselors, Therapists, Prefects, Demonstrators, and Kids.

Pub Date 78
Note-110p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Affective Objectives; Community Study; *Daily Living Skills; Elementary Secondary Education; Enrichment Activities; *Humanistic Education; Individual Development; Interpersonal Competence; *Lifelong Learning; Life Style; Programed Instructional Materials; Self Actualization; *Self Concept; Values Education
Identifiers-*Omniology

The purpose of this guidebook is to assist individuals to create a personalized, streamlined lifestyle through self-study. The material can be used either as a self-instructional manual or as an instructor's guide. The term omniology, coined to describe on-going, general lifetime learning by those who have "dreams in life and pursue those dreams," is defined along with other terms used in this manual. Ten two-week cycles of instruction and six activity topics are introduced as the core of the omniology course: (1) goals; (2) records; (3) possessions; (4) chores; (5) attitudes; (6) education/career; (7) "weird people" (people with diverse backgrounds); (8) recreation; (9) mind peers; (10) growth; (11) imagination; (12) competence; (13) sharing; (14) experiences; (15) discussion; and (16) evaluation. For each cycle, the student is expected to compile, in a notebook, responses to suggested activities and tasks. These activities involve self care skills, community participation, acceptance of others, and exploring feelings and beliefs about self and others. Suggestions for course organization are given for individual as well as for group instruction. Supplementary materials include further activities, explanatory notes to administrators about the course and to the course instructor about the course philosophy, and a section on student evaluation. (FG)

ED215980 SP020063

Pyfer, Jean L.
Programming--Translating Assessment into Action.
Pub Date [81]
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adapted Physical Education; Elementary Secondary Education; Evaluation Criteria; Exercise Physiology; *Mainstreaming; *Physical Education; Physical Fitness; *Program Development; Psychomotor Skills; *Student Evaluation; Student Needs; *Student Placement

Four steps should be taken in developing correct physical education programs for handicapped students. Assessment of student need is the first step, and a growing number of assessment instruments are available which provide information on basic locomotor skills and patterns and on physical and motor fitness. They are comprised of items that sample performance for specific age groups of nonhandicapped children and identify areas of below normal performance. After analyzing test results, the second step is to establish long-range goals and enabling objectives for individual students. Following identification of objectives, the physical educator is ready for the third step of determining which intervention strategy will prove most beneficial in enabling handicapped students to reach established goals and objectives. The fourth step of proper placement for handicapped students is crucial to the success of the physical education program. Five optimum placements should be available for students. Students who are performing to normal standards and can participate regularly should be permitted opportunities without modification or limitation, while students with permanent disabilities who can function without assistance, but with slight accommodation, should be mainstreamed into regular physical education classes with appropriate modification. Students with permanent disabilities who can function with some assistance and/or limitations should be mainstreamed with appropriate limitations and/or assistance from a qualified aide. An adapted physical education class is appropriate placement for students with permanent disabilities who also exhibit motor development delays that require remediation activities. Some students can benefit from participating with the regular class while also receiving additional assistance in the adapted physical education class. (JD)

ED216020 TM820168

Poggio, John P.; And Others

An Evaluation of Contrasting-Groups Methods for Setting Standards.

Spons Agency-Kansas State Dept. of Education, Topeka.

Pub Date Mar 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Standards; *Basic Skills; Elementary Education; *Methods; Minimum Competencies; *Minimum Competency Testing; *Student Evaluation

Identifiers-*Borderline Group Method; *Contrasting Groups Method; Kansas

Alternative group judgment approaches to setting minimum competency standards were compared. Replication of results was possible for eight different tests (reading and mathematics, across four grade levels). The Kansas Competency Based Tests in reading and mathematics were administered statewide to students in grades two, four, six, and eight. Performance standards for judging minimal competency were to be set at each grade level for each tested area. Students were rated for competence by their teachers on a four point scale. The judges' classifications of students into different competency categories defined "known groups" which provided the basis for setting performance standards. The Borderline group method and three variations of the Contrasting groups technique focus on making judgments about individual test takers. The data collected support the inconsistency of available standard setting methods in producing equivalent score standards. The authors recommend the choice of method be made with a thorough understanding of the consequences on students resulting from the level of standard set. (DWH)

Living Together in Newark. A Curriculum for the Study of the City of Newark, New Jersey, in Third Grade.

Newark Board of Education, NJ. Dept. of Curriculum Services.
Pub Date 73
Note-64p.; Not available in paper copy due to institution's restrictions.
Available from-Newark Board of Education, Curriculum Development and Materials, 2 Cedar Street, Newark, NJ 07102 (write for price).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Class Activities; *Community Resources; Community Services; Cultural Differences; Educational Objectives; Grade 3; History; Instructional Materials; *Municipalities; *Neighborhoods; *Primary Education; Social Influences; Social Studies; Units of Study; *Urbanization
Identifiers-*New Jersey (Newark)

This is a curriculum guide for the study of the city of Newark, New Jersey, in grade 3 social studies classes. Included are suggested lessons plans, curriculum resources, and instructional activities designed to provide information on the city's growth and development and to increase children's understanding of people's relation to their environment, conservation of natural and human resources, causes and effects of human interdependence, the democratic way of life, and moral values. Bibliographies for students and teachers are appended. (MJL)

ED215628 HE014989

Hall, Roberta M.; Sandler, Bernice R.

The Classroom Climate: A Chilly One for Women?

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.

Pub Date Feb 82

Grant-G008005198

Note-24p.

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($3.00).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies; Classroom Communication; *Classroom Environment; College Faculty; College Students; Educational Policy; *Females; Higher Education; *Males; Questionnaires; *Sex Bias; Sex Discrimination; Sex Stereotypes; Student Attitudes; *Student Teacher Relationship; *Teacher Attitudes

The subtle or overt ways in which women and men students are often treated differently are discussed, and actions that can be taken to create a learning climate that fosters the intellectual growth of all students are identified. Information was obtained from several kinds of sources, including empirical studies of postsecondary and other classrooms, reports and surveys, and responses to requests for information. Topics include the following: how a "chilly" climate for women affects all students and can interfere with the educational process; devaluation and the postsecondary learning climate; experiences in early schooling; experiences in society and everyday inequities; everyday inequities in the postsecondary setting and in individual student-teacher interchange; the power of words and the classroom's silent language; everyday inequities in talk that may be carried into the classroom; ways of conducting discussion that can discourage women students; groups of women who may be especially affected, including women graduate students, women in traditionally "masculine" fields, women minority students, and older women students. Policy and general recommendations are offered along with recommendations for the following parties: presidents, deans, department chairs, student affairs personnel, faculty, women students and special groups of women students and professional associations and organizations. Recommendations regarding curriculum, promotion of institutional research, faculty development programs, and classroom climate issues are also presented. A selected list of areas for further research, a student-faculty communication checklist, and a student perception questionnaire are appended. (SW)

ED215662 IR010027

Frye, Charles H.

Extension of Computer-Assisted Team Training Through Coordinated Lesson Scenario.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No-ARI-RR-1285

Pub Date Sep 77

Contract No-DAHC19-76-C-0042

Note-84p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Computer Assisted Instruction; Computer Programs; *Instructional Development; Military Training; Models; *Programing; *Team Training; Units of Study

Identifiers-*Authoring Aids; *PLANIT Programing Language

This research report discusses several efforts which were undertaken to assist PLANIT (Programming Language for Interactive Teaching) authors in the writing of team lesson scenarios. It also describes and illustrates the assistance given to two such authors who were engaged in the development of computer assisted instruction for training teams of tactical data system users. The text of the document first sets forth a definition of team training which is meant to be a frame of reference for the authoring features later discussed. After this, several specific authoring strategies are presented which enabled the kind of lesson presentation desired by the authors. A demonstration lesson is described which was developed to quickly show PLANIT team training concepts. The rationale for the lesson is described in the text and the lesson itself is appended as well as two other products of the effort: a set of recommended modifications to the PLANIT language designed to simplify the team authoring process, and a detailed set of authoring guidelines to help conventional PLANIT authors become "team" authors. (Author/LLS)

ED215784 PS012826

Harman, Deborah L.

Extended-Day Kindergarten Vs. Half-Day Kindergarten Achievement Differences.

Pub Date Apr 82
Note-24p.; Master's Thesis, Kean College of New Jersey, 1982.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis; *Kindergarten Children; *Mathematics Achievement; Primary Education; *Reading Achievement; *Time Factors (Learning)
Identifiers-*Full Day Programs; *Half Day Programs

This study was undertaken in order to investigate the hypothesis that students who participated in extended-day kindergarten sessions would show more significant gains in achievement on the California Achievement Test (CAT) than those students who participated in half-day sessions. Sixty-six students attending extended-day kindergarten sessions (experimental group) and 55 students attending half-day kindergarten sessions (control group) participated in the study. Subjects, after experiencing one year in either program, were administered the CAT and their mean scores were compared in order to test the hypothesis. Analysis of the mean scores indicated that the experimental group overscored the control group in both reading and math. These results, although not statistically significant, provided support for the study's hypothesis. A review of related research, comprising approximately two-thirds of the document, is provided following a brief discussion of the study's implications. A list of each subject's raw scores in both reading and math are appended. (Author/MP)

ED215842 RC013348

Andrade, Sally J., Ed.

Representation on Mental Health Boards and Advisory Councils in Texas: Implications for Services to Mexican Americans.

Intercultural Development Research Association, San Antonio, Tex.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date 81
Grant-MH-31212-02
Note-186p.; For related documents, see RC 013 347-351. Tables D-1 through D-59 may not reproduce clearly.
Available from-Intercultural Development Research Assoc., 5835 Callaghan, Suite 350, San Antonio, TX 78228 ($10.95).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Advisory Committees; Blacks; *Citizen Participation; Citizen Role; Delivery Systems; Federal Regulation; *Governance; Governing Boards; Group Membership; *Institutional Administration; Literature Reviews; Mental Health Clinics; *Mental Health Programs; *Mexican Americans; Participant Characteristics; Public Health Legislation; State Legislation
Identifiers-Community Mental Health Centers; *Texas

Focusing on community mental health centers (CMHCs), governance within the Texas mental health service delivery system and how representation on boards and advisory councils relates to services for Mexican Americans are addressed by reviewing existing conceptual analyses of the governance function in community mental health and the citizens' role in governance; surveying federal and state statutes; and compiling rosters of board and council members at the Texas Department of Mental Health and Mental Retardation (TDMHMR) and CMHCs. Tabular data on the ethnicity, sex, and occupation of 1981 board members demonstrate the historical lack of Mexican American and Black representation on the TDMHMR Board of Trustees and CMHC boards. The monograph includes discussions on the role of boards and councils in the TDMHMR; the federal intent and public law; the context mental health in Texas; specific cases of citizen representation on mental health boards and councils; the issue of "representation vs. representativeness" for Mexican American communities; and recommendations for expanded citizen participation in the governance of mental health programs. Appendices include a model board of citizen governance; an annotated chronology of federal and state mental health activity; and rosters of 1979 and 1981 state boards, advisory groups, and CMHC boards. (Author/NQA)

ED215882 SE037073

Louwerse, Frances H.

A Composite Self-Report: Reasons for Taking Science Courses as Given by Cocoa High School Science Students.

Cocoa Beach High School, Fla.

Pub Date 17 Jun 81

Note-42p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Awareness; Classroom Environment; *High School Students; *Science Curriculum; Science Education; *Science Interests; Science Teachers; Secondary Education; *Secondary School Science; Sex Differences; *Student Attitudes; *Student Reaction

Identifiers-*Science Education Research

A self-report instrument (questionnaire/reaction scale) was developed and administered to students in grades 9-12 to: (1) determine the number of science courses taken by each grade level; (2) estimate the number of science courses requested for future years and indicate where recruitment efforts would be needed; (3) examine other-directed reasons for taking science (external locus of control), student understanding of the role of science education, student career aspirations, effects of science classroom atmosphere, and science/non-science teachers' classroom methodology; and (4) provide students with opportunity to express their views about science classes. Data are presented by sex (N=790: 406 males and 384 females) and grade level as percentages of responses to individual items and discussed by such categories as other-directed reasons for taking science and student career aspirations. Data suggest students take science because of, among others, their like of science and hands-on activities, parental influence, the fact that both sexes were encouraged by science teachers, understanding the role of science in total education, and their positive views of science teachers. Students did not appear to take science because of such other-directed reasons as counselor influence, effect of science on society, a desire to become scientists, or comparing science teachers to other teachers or courses. (Author/JN)

ED215903 SE037324

The Education and Utilization of Engineers: Recommendations for a Study.

National Academy of Sciences - National Research Council, Washington, D.C.
Spons Agency-Alfred P. Sloan Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date 81
Contract No-B1981-16; EAS-8107881
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Supply; Engineering; *Engineering Education; *Engineers; Guidelines; Higher Education; Industry; *Labor Utilization; Professional Education; Research Design; *Research Needs; Science Education
Identifiers-*Engineering Education Research; National Science Foundation

In response to a National Science Foundation (NSF) request to conduct a multiphase study of the professional education and utilization of engineers in the United States during the remainder of this century, the Assembly of Engineering, National Research Council, established (as Phase I) the Committee of Education and Utilization of the Engineer. This report presents the findings and recommendations of this committee regarding desirable content, methodology, and participants in a 2-year Phase II study. Following a general summary, a list of goals and rationale for such a study, key questions to be answered are listed. Questions focus on: (1) the engineering infrastructure (infrastructure defined as the total complex of institutional system elements that selects, trains, employs, supports, and uses engineers and their services); (2) history and status of the infrastructure, considering both the engineering workforce and engineering education; (3) infrastructure behavior; (4) long- and short-term stresses related to future demands on engineering; and (5) 10 general areas related to infrastructure changes, such as preengineering/undergraduate/graduate education, and faculty concerns, among others. Recent studies of engineering education problems, a tentative outline of a Phase II Study Report, and possible future engineering/problem interfaces are presented in appendices. (Author/JN)

ED215999 SP020159

Strike, Kenneth A.

Educational Policy and the Just Society.

Report No-ISBN-0-252-00908-8; ISBN-0-252-00928-2
Pub Date 82
Note-271p.
Available from-University of Illinois Press, Box 5081, Station A, Champaign, IL 61820 (Cloth, $21.95; Paper, $7.95).

Document Not Available from EDRS.

Descriptors-Citizenship Education; Civil Liberties; Educational Objectives; Educational Philosophy; *Educational Policy; *Educational Principles; Elementary Secondary Education; *Equal Education; Futures (of Society); *Public Education; *School Role; Social Values; *Values Education
Identifiers-*Liberalism; Marxism

This book discusses the educational significance of three concepts that are cited as representative of enduring and central themes in the liberal tradition: that people should be rational and autonomous, that they should have equality of opportunity, and that individuals can limit state authority. Developments in American public education are introduced to provide a perspective for viewing the role of the school in a liberal society. Proceeding from the idea that the central public function of schooling in a liberal state is the democratic distribution of rationality, the three sections of this monograph investigate and develop approaches to public education in the context of liberal goals and values. The chapters in the first section explore the concept of rationality and its connection with perceptions of teaching and learning and with liberal views of autonomy and liberty. The chapters in Section II appraise the tension between public schools and private values, claiming that schools cannot be effective in developing value systems of individuals while remaining neutral to those values. In Section III, the concepts of equal opportunity and equal rights are examined, leading to a conclusion in which a formulation of liberal justice is derived, and its implications for public education are reviewed. (PG)

ED216041 TM820204

Benrud, C. H.; Williams, R. L.

Development of Adjusted School Weights for the National Longitudinal Survey of the High School Class of 1972. Contractor Report.

Research Triangle Inst., Research Triangle Park, N.C. Center for Sampling Research and Design.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-82-208

Pub Date May 81

Contract No-OE-0-73-6666

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Analysis; Data Collection; Graduate Surveys; High Schools; Research Design; *Research Problems; *Sampling; Statistical Analysis

Identifiers-*National Longitudinal Study High School Class 1972; *Unit of Analysis Problems

The major emphasis of the National Longitudinal Study of the High School Class of 1972 (NLS) has been directed toward individuals in the 1972 high school graduating class. Consequently, sampling parameters were established to ensure student representation, and the bulk of data collected were individual-level data. School-level data exist on a separately documented database, and weights appropriate for analyzing these data have been computed. The purpose of this report is to define the post-stratification adjustment procedure used to develop appropriate school-level weights, given an initial school selection procedure designed to provide student representation. This report describes the NLS school sample design, computation of unadjusted student weights (used in determining weights for individual high school seniors), and computation of adjusted weights for school-level analyses. (Author/BW)

ED216061 UD022207

Glenn, Beverly Caffee; McLean, Taylor

What Works? An Examination of Effective Schools for Poor Black Children (Appendix to).

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Pub Date [81]

Note-217p.; For a related document, see UD 022 206.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Abstracts; Academic Achievement; *Black Students; Compensatory Education; *Disadvantaged; *Educational Improvement; Educational Opportunities; *Educational Quality; Elementary Secondary Education; Equal Education; *Program Effectiveness; Racial Discrimination; School Activities; School Administration; School Desegregation; Teacher Characteristics; *Urban Education

This is the appendix to the study "What Works? An Examination of Effective Schools for Poor Black Children." The study identified and described urban schools that were considered effective in providing quality education for economically disadvantaged black students. This appendix contains a comprehensive bibliography and abstracts of literature related to the study. Included are books, journal articles, and papers on public education for black students, school desegregation, school and teacher effectiveness, school roles, racism in education, student achievement, curricula for blacks, school socialization, educational programs for minorities, student discipline, urban education, programs for the disadvantaged, compensatory education, teacher attitudes, and equal education. (Author/MJL)

ED215684 IR010147

Ladd, David

Private Use, Private Property and Public Policy: Home Recording and Reproduction of Protected Works.

Pub Date Sep 81

Note-20p.; Paper presented at the meeting of the Internationale Gesellschaft fur Urheberrecht (Toronto, Canada, September 23, 1981). Best available copy.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiotape Recordings; *Copyrights; *Court Litigation; *Federal Legislation; Foreign Countries; Guidelines; Mass Media; Technological Advancement; *Videotape Recordings

Identifiers-*Copyright Law 1976; Fair Use; *Off the Air Recordings

This discussion of the difficulties of protecting copyright for audio and video recordings focuses on the application of the 1976 Copyright Act and the Fair Use principle to educational off-air taping and private home recording. Court cases such as Encyclopedia Britannica Educational Corporation versus Crooks and Universal Studios, et al. versus Sony Corporation of America, et al. are discussed as well as German and British copyright legislation. (RBF)

ED215707 JC800084

Student Enrollment Booklet: Fall Quarter 1978.

Virginia State Dept. of Community Colleges, Richmond.

Pub Date Jan 79

Note-161p.; Not available in paper copies due to the marginal reproducibility of the original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age; Black Students; Community Colleges; Day Students; Enrollment; *Enrollment Trends; Evening Students; Females; *Full Time Equivalency; Full Time Students; Males; Part Time Students; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; White Students

Identifiers-*Virginia

This booklet contains 14 series of data tables providing comprehensive information on enrollments in the Virginia Community College System (VCCS) for fall quarter, 1978. Within the tables data are provided on student enrollments by race; sex; full-/part-time status; type of program; type of award; first-time/continuing student status; credit hours taken; major curriculum area; curriculum; residence; course prefix; year of birth; and age. Enrollment figures are computed in terms of credit hours, headcount, and full-time equivalency. Highlights of the data include the following: (1) a headcount total of 88,681 students were attending the VCCS's 23 colleges in fall 1978, representing a 5.7% increase over fall 1977; (2) the proportion of part-time students increased from 53% in 1972 to 70% in 1978; (3) the proportion of women students increased from 40% in 1972 to 54% in 1978; (4) the proportion of black students increased from 9% in 1972 to 14% in 1978; (5) in fall 1978, 4% of the students were enrolled in developmental programs, 52% were unclassified, 31% were in occupational programs, and 13% were in transfer programs; (6) the ratio of full-time equivalents to headcount decreased from .68 in 1972 to .52 in 1978; and (7) 77% of the students enrolled in 1978 were between the ages of 18 and 34, with the median age being 25. (Author/KL)

ED215726 JC820190

Anandam, Kamala; DeGregorio, Eileen, Comp.

Promises to Keep... Academic Alert and Advisement [and] Statistics for the Winter Term, 1981-82.

Miami-Dade Community Coll., Fla.
Pub Date May 81
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; *Academic Advising; *Academic Standards; Community Colleges; *Computer Oriented Programs; Feedback; *Program Effectiveness; Student Reaction; Teacher Attitudes; Two Year Colleges; Two Year College Students
Identifiers-Miami Dade Community College FL; *Response System with Variable Prescriptions

In keeping with its commitment to equity in education and the maintenance of academic standards, Miami-Dade Community College (MDCC) instituted an Academic Alert and Advisement System (AAAS) to inform students halfway into the term about their progress and to provide them with appropriate academic advisement. Students receive information on their academic performance and attendance through the Response System with Variable Prescriptions (RSVP), a computer system which is capable of generating 26,878 different letters based on information provided by instructors and on other student information, such as credit load and previous performance. The system can provide information to 40,000 students within the span of a week. Responses to the system have been favorable. A random telephone poll of students indicated that 93% of the students appreciated the individualized attention provided by the system and recommended that it be continued. Faculty support for the system is evidenced by the completion of the midterm progress rolls regularly by 95% of the 3,000 staff members and by survey results showing that 88% of the faculty thought AAAS should be continued. This paper includes support letters from MDCC faculty and sample letters to students indicating their progress. Appendices provide statistics on AAAS for winter 1981-82, including progress roll statistics by campus, comparative data on student progress in 1978-82, and data on special messages sent to students. (HB)

ED215804 RC013295

Amity's Career Education Citizens Advisory Committee Constitution.
Amity School District No. 4-J, OR.
Pub Date Jun 76
Note-23p.; For related documents, see RC 013 293-297.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees; *Career Education; Educational Administration; Elementary Secondary Education; Group Membership; Group Structure; *Organization; *Rural Schools; School Community Relationship; *Small Schools
Identifiers-*Amity School District 4J OR

Developed by the Amity (Oregon) School District 4-J (a small, rural farming district consisting of two outlying feeder elementary schools, one elementary school in town, and the high school), the Citizens Advisory Committee Constitution consists of seven sections. Statements by the superintendent and school board chairman regarding the role of the advisory committees are followed by a section on organization, which includes a chart depicting the organizational structure, four articles of organization, the communication procedure, and definitions for school board, school administration/administration/staff, career education director, executive secretary, cluster, career education, career awareness, career exploration, and Central Advisory Council. The next section provides the membership requirements, area of responsibility, and operating instructions for the advisory committees on Awareness, Exploratory, Construction, Home Economics, Agriculture, Career Guidance, and Business. The section on the Central Advisory Council discusses the Council's role, membership, officers and their duties, meetings, and rules for Council members. Duties of the chairman, vice-chairman, and secretary of the various committees are listed. The requirements for amendments conclude the constitution. (NQA)

ED215924 S0013985

Gold, Mary C.

Teaching Reading in the Social Studies: A Global Approach for Primary Grades. Skills Series, Volume 2.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.

Pub Date Nov 78

Note-113p.; Colored pages may not reproduce clearly. For a related document, see ED 143 562.

Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($7.95 plus $2.00 postage and handling).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Content Area Reading; Critical Thinking; Cultural Awareness; *Global Approach; *Language Arts; Learning Activities; Map Skills; Primary Education; Reading Skills; *Skill Development; *Social Studies; Teaching Guides

The activities in this teaching guide focus on reading and thinking skills useful in the development of a global perspective in primary-level students. The activities can be used in social studies, language arts, and reading courses. An introduction gives an overview and rationale, lists educational objectives, and describes the format of the guide. Then a brief section presents teacher information on how to brainstorm. About half of the guide contains 19 learning activities. Examples of the activities follow. Through a learning center display, children explore the topic of animal origins and where they are usually located in the world. In three other activities, students color each continent on a world map, work puzzle games to improve their map skills, and analyze and learn the meaning of proverbs from around the world. Students study the 1978 UNICEF calendar which has 54 interpretations of the Tree of Life drawn by children from all over the world. Then they depict their own image of the Tree of Life. Other activities involve students in reading fairy tales from other lands, writing stories, discussing values and conflict situations in stories, and playing games. An annotated bibliography of story books is included. The kind of information provided for each activity includes an overview or introduction, student objectives, grade level, time required, materials needed, teaching procedures, and evaluation techniques. All handouts are included. (Author/RM)

ED216082 UD022268

The Voting Rights Act: Unfulfilled Goals.

Commission on Civil Rights, Washington, D.C.

Pub Date Sep 81
Note-278p.; Footnotes may be marginally legible. Best copy available.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Citizen Participation; Ethnic Discrimination; Federal Legislation; *Minority Groups; Public Officials; *Public Policy; Racial Discrimination; *Voter Registration; *Voting Rights
Identifiers-*Voting Rights Act 1965

This report examines the current status of minority voting rights covered by the special provisions of the Voting Rights Act of 1965. The special provisions prescribe added protection of minority voting rights in those jurisdictions where discrimination in voting has been most pervasive. The report explains the Voting Rights Act and discusses its effects in enabling minorities to register/vote and in increasing the number of minority elected officials; examines whether minorities continue to experience problems in registering and in voting; analyzes the difficulties of minority candidates and minority voters in achieving fair representation; discusses the Department of Justice's objections to proposed changes in voting procedures; examines instances of noncompliance with the act in the jurisdictions that the act covers; analyzes the effectiveness of the minority language provisons (such as the requirement to print voting materials in minority languages) in increasing minority participation in the electoral process; and presents findings and recommendations. The report indicates that while the number of minorities elected to public office and the number of registered minorities have increased, problems in registration, voting, fair representation, and noncompliance continue to exist. Additional background and status information on the Voting Rights Act are provided by tables and appendices. (Author/MJL)

ED215663 IR010089

Brunk, Richard Lee

Development of a Computerized System to Catalog and Book Videotapes.

Pub Date Dec 81

Note-74p.; Educational Specialist Degree, University of South Florida.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cataloging; *Computer Oriented Programs; *Delivery Systems; Elementary Secondary Education; *Learning Resources Centers; School Districts; *Videotape Recordings; Worksheets

Identifiers-*Computerized Catalogs; *Video Distribution Systems

The purpose of this project was to develop a computerized videotape catalog and booking system to serve school personnel in the 109 schools of Pinellas County, Florida. This system was designed to eliminate manual file maintenance, decrease time spent in booking, shipping, and receiving videotapes, and reduce the cost of producing and updating videotape catalogs. Results of the interviews and survey conducted during the 6-month period following the introduction of the system indicated that booking procedures were simplified and confirmations were made more rapidly. Professional staff time involved in manual file maintenance was eliminated, and booking, shipping, and receiving time was reduced. The respondents to the questionnaire provided evidence that the videotape microfiche catalog and booking system were more effective than the manual system, and production costs for the new microfiche catalog were less than for the previous catalogs. This system was adopted for permanent use in the Pinellas County School District. Twenty-two references are listed. (Author/LLS)

ED215764 PS012804

Yawkey, Thomas D.; Miller, Thomas J.

The Language of Social Play in Young Children.

Pennsylvania State Univ., University Park.

Spons Agency-Department of Education, Washington, DC.

Pub Date [82]

Note-27p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Language; *Communication (Thought Transfer); Communication Research; Egocentrism; *Interaction; Intervention; Language Acquisition; Language Research; Literature Reviews; *Play; *Social Behavior; Social Development; Social Influences; Training; *Young Children

Selected studies that examine social interaction variables which affect the language young children use in social play are reviewed. Interaction variables discussed in major sections of the paper are (1) the nature of social play; (2) egocentrism and its impact on verbal communication; (3) language as a functional behavior; (4) adaptation of language to environmental demands; and (5) social play training for language production. Findings discussed are summarized at the end of each section. Studies selected for review are taken as representative of contemporary research and not as inclusive. It is concluded that the language of social play is a rich, viable and rapidly expanding area for investigation. The theoretical notion of linking social, language, and play behaviors through their common intersect -- imaging --will result, it is believed, in an increasing amount of research knowledge regarding children's social play and related factors affecting the quality and quantity of communicative interaction in children's environments. (Author/RH)

ED215824 RC013326

Conrad, Dan; Hedin, Diane

Instruments and Scoring Guide of the Experiential Education Evaluation Project.

Minnesota Univ., St. Paul. Center for Youth Development and Research.

Spons Agency-General Mills Foundation, Wayzata, Minn.; Rockefeller Family Fund, Inc., New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date Sep 81

Note-66p.; For related document, see RC 013 325.

Available from-Center for Youth Development and Research, Univ. of Minnesota, 386 McNeal Hall, St. Paul, MN 55108 ($5.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Evaluation Methods; *Experiential Learning; *Measurement Objectives; Measurement Techniques; *Questionnaires; *Semantic Differential; Student Development

Identifiers-*Experiential Education Evaluation Project; *Experiential Education Questionnaire

As a result of the Experiential Education Evaluation Project the publication identifies instruments used to measure and assess experiential learning programs. The following information is given for each instrument: rationale for its inclusion in the study; precise issues or outcomes designed to measure, validity and reliability data; and directions on how to score. Descriptions of assessment tools are organized according to four categories: Instruments on Social Development (Social and Personal Responsibility Scale, Semantic Differential on Attitudes toward Others, Semantic Differential on Community Participation, and Career Exploration Scale); Instruments on Psychological Development (Rosenberg Self Esteem Scale and Janis-Field Feelings of Inadequacy Scale); Instruments on Intellectual Development (Problem-Solving Inventory); and Instruments on Differential Program Impact (Characteristics of a Community Field Experience Checklist, Experiential Educational Questionnaire). The appendix contains the complete Experiential Education Questionnaire, pre-test and post-test. (ERB)

ED215861 SE036986

People & Places U.S.A. - Narratives Levels 1-3.
Community School District 11, Bronx, N.Y.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date 81
Note-150p.; For related document, see SE 036 985.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness; *Elementary Education; Ethnicity; Grade 3; Grade 4; Grade 5; *Interdisciplinary Approach; Language Arts; Mathematics Education; Science Education; *Self Concept; *Sex Fairness; Social Studies; *Supplementary Reading Materials
Identifiers-*United States

Designed for grades 3-5, this student text contains 30 narratives (10 for each grade level) written to help readers develop a positive self image and to promote career goals based upon personal interests and abilities, not on sex or ethnicity. All episodes focus on the travels of six pen pals from New York, Chicago and California who begin their adventures the summer after completing seventh grade. During the first summer (level 1), the students tour California. The next summer (level 2), they investigate colonial and revolutionary America by traveling throughout the eastern coast in a specially equipped van, Probe I. The final summer, (level 3) they use Probe II to scientifically explore a north central state, several mountain states, and parts of the Pacific Northwest. The six characters have unisex names to emphasize their personal attributes rather than sex roles. Throughout their travels the youngsters encounter people working in a wide variety of careers. Composite illustrations accompany the text. This reader is part of an instructional program called "Probing Our Wonderful Environmental Resources" (P.O.W.E.R.) developed through a special project called the Production of Women's Educational Resources.

Graham, Richard; Goldston, Angela

Social Studies: History. Latin American Curriculum Units for Junior and Community Colleges.

Texas Univ., Austin. Inst. of Latin American Studies.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Report No-ISBN-0-86728-008-5

Pub Date 81

Note-45p.

Available from-Publications Department, Institute of Latin American Studies, Sid Richardson Hall 1.310, Austin, TX 78712 ($3.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis; International Relations; *Latin American History; Mexican American History; Slavery; *Social Studies; Two Year Colleges; Units of Study

Identifiers-Brazil; Mexican War; Mexico; United States

These two self-contained units of study will help community college students learn about the history of Latin America. Each unit contains notes to the teachers and student readings. Students are expected to read and discuss the reading selections. In the first unit students are engaged in a comparative historical study of slavery in Brazil and in the United States. In the second unit students study the Texas secession and the Mexican-American War. The units will help students gain valuable insight into the reasons for the continuing friction between the United States and Mexico. Included in the appendices for this unit are profiles of important Mexican personalities and chronologies of the Texas revolution and the Mexican-American War. A bibliography is also included. (Author/RM)

ED215962 SP019990

Nichelson, John E.; Lasley, Thomas J.

Teacher Education Curricula: A Look at Preparation in Human Relations and Dealing with Behavior Problems.

Pub Date Mar 82

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; Classroom Techniques; Educational Change; Higher Education; Human Relations; *Preservice Teacher Education; Sensitivity Training; *State Standards; *Teacher Attitudes; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators; Teaching Skills

Identifiers-*Ohio

An exploratory study was conducted during 1979 and 1980 to determine how Ohio teacher education institutions were responding to the state's newly implemented Standards for Colleges or Universites Preparing Teachers. The study's purpose was to provide an overview of two curricular areas addressed in the standards: human relations and managing behavior problems. Administration and faculty members at Ohio's 48 teacher education institutions were interviewed and completed a questionnaire. Teacher education students were also interviewed as an informal part of the study. The questionnaire focused on: (1) the extent to which each institutions' curriculum included a selected set of human relations and behavior management concepts; and (2) how the institutions modified their teacher education programs to accommodate the new standards. Most of the institutions complied with the standards by

adding new courses, particularly in the area of human relations. There was agreement among teacher educators that human relations concepts such as "understanding self" and "working with others" are important for teachers to study. In the area of behavior management, on the other hand, emphasis was placed on specific skills that prospective teachers need for effective classroom management, rather than on theory and concepts. There was least agreement among faculty on the importance of group problem solving skills. Most teacher education students were satisfied with their training. (FG)

ED216021 TM820169

McCann, Christina K.; And Others
The Evaluation of Middle School Programs.
Pub Date [81]
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Collection; *Educational Assessment; *Educational Objectives; Intermediate Grades; *Middle Schools; Program Effectiveness; *Program Evaluation

The applicability of conventional measurement techniques in the assessment and evaluation of a middle school educational program has been disputed. The objectives of this program include assisting students in the development of several areas. Among these are independence, healthy self concepts, viable ethical and value systems, socially responsible behavior, a knowledge base for continued learning, and appropriate interpersonal skills. Many of the institution's aspirations are in non-cognitive areas. Data for this evaluation should be collected on student performance in a natural setting. It should be multifaceted. This data may be generated from structured questioning which enables evaluators to draw conclusions about the effectiveness of program components. Multiple data sources relative to program expectations are a critical part of the question-directed evaluation model. Data sources should be valid, reliable, easily accessible, relatively inexpensive, and non-reactive. Two types of data sources are paper and pencil tests and unobtrusive measures. The various types of measures to be used are identified and explained. More evaluation studies on middle schools are needed to determine if major goals are being met, young adolescents are benefiting, and to understand methods of improving the middle school.

(DWH)

ED216042 TM820205

Ligon, Glynn

Warning. Iceberg: A Checklist of Issues Related to Changing Achievement Tests.

Austin Independent School District, Tex.

Report No-AISD-81-59

Pub Date 81

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests; Elementary Secondary Education; Objectives; School Districts; Staff Orientation; Standardized Tests; *Test Selection; Test Use

Identifiers-Austin Independent School District TX

The major issues encountered by the testing staff of the Austin Independent School District when changing achievement tests were identified. The 1970 California Achievement Tests were replaced by the district with the 1978 Iowa Tests of Basic Skills. The major tasks were selection of a new instrument and securing funds to purchase it. However, during the transition, many smaller decisions must be made. The first is a determination that the old test is useless. A new test must be selected and money for its purchase secured. All staff concerned should be notified of the change. The curriculum should be reviewed before the new test is selected. Criteria and prerequisites must be updated. Changes in norming dates and test content need to be considered as well as revised forms and procedures. New reports should be designed for test scores. Staff must be trained in the use of the new instrument. Longitudinal comparisons should be resolved. The processing and scoring system should be redesigned. Old materials should be completely discarded and security measures should be prepared so that the access to tests is limited. Effective planning and a successful transition can occur if these lesser decisions are anticipated. (DWH)

ED216062 UD022220

Diaz, Carlos F.

A Curriculum Design for the Study of Ethnic Survivals.

Pub Date 22 Mar 82
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982). Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acculturation; Concept Formation; *Cultural Influences; *Cultural Pluralism; *Cultural Traits; Curriculum Design; Elementary Secondary Education; Ethnic Groups; *Ethnology; Models; *Multicultural Education; Teaching Methods; Thematic Approach

Presented in this paper is a multicultural curriculum design with an underlying conceptual understanding which takes into account the commonalities found among the experiences of various ethnic groups. A common framework to be used for each ethnic group permits the teacher to generalize the experiences of the different ethnic gropus. The model for each culture proceeds as follows: 1) relevant traits of the original culture are listed; 2) a time frame is added starting with the group's arrival in the United States; and (3) ending with the present and intervals along the time line, each ethnic trait is assessed for extinction, degree of modification, or continuation. A completed model shows a historical summary of an immigrant group's degree of loss or retention of their original culture. This conceptual/approach can be modified within the context of the discipline being studied, and selection and/or revision of materials will depend upon the grade level of students. (Author/GPM)

ED215646 HE015029

Pruitt, Anne S.

Black Employees in Traditionally White Institutions in the "Adams" States, 1975 to 1977.

Pub Date 22 Mar 82

Note-112p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982). For full report see ED 203 825.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Rank (Professional); *Black Teachers; *College Faculty; Community Colleges; Compliance (Legal); Court Litigation; *Employment Patterns; Employment Statistics; Federal State Relationship; Females; Higher Education; Males; Minority Groups; Personnel Policy; *Racial Discrimination; Sex Discrimination; *State Colleges; Teacher Employment; Teacher Salaries; Tenure; Whites; Women Faculty

Annual reports submitted to the federal government by eight states for 1975 and 1977 in compliance with criteria established by the Adams case were examined. Employment data from 232 formerly all-white institutions in the 8 states were evaluated, with emphasis on the public institutions in Arkansas, Georgia, Florida, and Maryland. The other states are North Carolina, Oklahoma, Pennsylvania, and Virginia. In every primary occupational activity, white males dominated the highest salary levels and black females the lowest. Black faculty in all the institutions were the least likely to have tenure, and few held faculty positions of high rank. Women held most of the low-paying, dead-end jobs, and among men and women working in full-time, year-round jobs, the women workers' earnings were only a fraction of the earnings of men. Minority women in such jobs were the lowest paid. Discriminant analysis of change in employment by institutional type between 1975 and 1977 showed that community colleges led the way in hiring black faculty and that among blacks in these institutions, women were the greatest gainers. Arkansas, the smallest employer of workers in its higher education system, documented the greatest increases in proportions of blacks hired. In Florida black men and women did not fare as well as might have been expected; the number of black employees in Georgia did not reflect that state's relatively large black population; and Maryland reduced the number of black employees in several occupational categories. It is concluded that in spite of the Adams employment criterion, relatively little progress has been made to correct inequities. (Author/SW)

ED215685 IR010148

Research Libraries in OCLC: A Quarterly, Numbers 1-4, January-October 1981.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Pub Date 81
Note-30p.
Available from-OCLC, 6565 Frantz Road, Dublin, OH 43017.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advisory Committees; *Cataloging; Doctoral Dissertations; Editing; Indexing; Interlibrary Loans; *Library Networks; Microforms; *Online Systems; *Research Libraries; Union Catalogs
Identifiers-Computer Typesetting; Higher Education Act Title II; *OCLC; *UK MARC

The articles in these four issues include discussions of: the Research Libraries Advisory Committee to OCLC; Title II-C grants for bibliographic access/control research projects; cooperative cataloging costs via OCLC; a research project on online public access; an OCLC examination of the UK-MARC format; use of the Comprehensive Index (CINDEX) and the Computer-Assisted Computer Typesetting User System (CACTUS) in scholarly editing at the University of South Carolina; the impact of OCLC on interlibrary loans at MIT; University Microfilms International and the bibliographic control of microform products; thesis and dissertation processing at OCLC; and a Festschriften project at the University of Wisconsin at Madison. Issue number three also includes a chart illustrating "Resource Sharing Among Research Libraries Borrowing Via OCLC's Online Interlibrary Loan." (JL)

ED215745 JC820227

Hagerstown Junior College Prison Program Operations Manual.
Hagerstown Junior Coll., Md.
Pub Date [82]
Note-44p.; Prepared with assistance of the Maryland Correctional Training Center, Hagerstown.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges; *Cooperative Programs; *Correctional Education; *Correctional Institutions; Guidelines; Institutional Personnel; Prisoners; *Program Administration; Program Descriptions; Two Year Colleges
Identifiers-*Hagerstown Junior College MD; *Maryland Correctional Training Center

Designed to assist college managers and correctional staff in operating prison education programs, this manual provides information and guidelines based on Hagerstown Junior College's 12-year involvement with the Maryland Correctional Training Center (MCTC). First, introductory material reviews the program's history, the lowered recidivism rates of program graduates, and the importance of postsecondary education in the rehabilitation process. Next, the manual provides basic information and outlines operational procedures in the following areas: guidelines for student qualifications and performance; registration procedures; the role of the Veterans' Affairs Coordinator; MCTC course scheduling and selection; the roles of the college bookstore and records office; payment procedures and sources of tuition; faculty assistance and student evaluations; graduation; the weekly duties of the Prison Liaison Coordinator; procedures for the currently suspended College Release Program, which offered on-campus instruction to selected prisoners; transfer assistance; and the selection, training, and assignment of peer tutors. Appendices provide a variety of forms, memoranda, and guidelines, as well as a job description for the Prison Liaison Coordinator. (HB)

ED215785 PS012828

Ensminger, Margaret E.; And Others

School and Family Origins of Delinquency: Comparisons by Sex.

Pub Date 11 Mar 82
Note-62p.; Paper presented at the Conference of Society for Life History Research (Monterey, CA, November 25, 1981).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adolescents; Aggression; *Black Youth; Cognitive Ability; *Delinquency; *Family Characteristics; *Individual Characteristics; Learning Problems; Longitudinal Studies; Predictor Variables; *Sex Differences
Identifiers-Shyness; *Social Adaptational Status

This paper concerns early social adaptational and family antecedents of teenage delinquent behavior in a population of black first graders who were reassessed 10 years after the initial study. Subjects were 705 teenagers who had participated in the 1966-67 Woodlawn study and whose mothers had given permission for reassessment. At the time of the reassessment, the community of Woodlawn had the highest rates of official juvenile delinquency, as measured by juvenile court data, of the 76 Chicago neighborhoods. Issues of particular interest for this reassessment study were (1) whether first grade ratings of learning problems and/or aggressiveness were related to later delinquency, and (2) whether first grade social adaptational status (SAS) was related to later delinquency in the same way for males and females. Results showing relationships of first grade teacher ratings of shyness, aggressiveness, learning problems and relationships of family structure, aspects of family atmosphere (i.e., mother's expectations for her child's academic attainment and the mother's own psychological well-being), and family economic resources to teenage delinquency are reported. The information on delinquency in this study came from subjects' responses to items in "What's Happening?" -- a questionnaire that is a modified version of a validated delinquency scale developed by Gold (1970). A Rasch analysis of the items was performed separately for males and females to provide dependent and predictor variables. Then, log-linear models were used to analyze the data. Results are summarized and discussed. (Author/RH)

ED215805 RC013296

Armstrong, Harry

Interdisciplinary Approach to Building Construction.

Amity School District No. 4-J, OR.

Pub Date Nov 78

Note-70p.; For related documents, see RC 013 293-297.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Building Design; Business Skills; Career Awareness; *Career Education; *Construction (Process); Drafting; *High Schools; Home Economics Skills; Industrial Arts; *Interdisciplinary Approach; Mathematics Instruction; Occupational Clusters; On the Job Training; Rural Schools; *Small Schools; *Work Experience Programs

Identifiers-*Amity School District 4J OR

The paper discusses the interdisciplinary approach used by the Amity High School House Construction Project to develop a construction cluster in a small high school, to give students on-the-job training, and to teach them the relevancy of academic education. The project's monthly plan of action is briefly described. Suggested activities, competencies, and performance indicators are provided for teaching grade school and high school mathematics, industrial arts, communications, art, physics/chemistry, physical education, business, advanced agriculture, drafting, home economics, occupational versatility, and a construction cluster (e.g., carpentry, cabinetmaking, plumbing, heating, roofing). Competencies involve such subjects as measurements, vocabulary, written and verbal orders, job applications, costs of buying and maintaining a home, heating and cooling systems, stress and strain, selection of color schemes, lifting techniques, safety methods and procedures, blueprints, preparation of specifications, landscapes, excavation, evaluation of dwellings, building codes, advertisements, marketing procedures, and principles and elements of design and housing. The paper concludes with 23 suggested activities on such topics as career interests; homemaking; choosing and preparing for an occupation; apprenticeship; and various types of occupations (e.g., professional, semiprofessional, administrative, office, selling protective service, fishery and forestry, graphic, skilled, semi-skilled, and unskilled). (NQA)

ED215904 SE037326

Slavin, Robert E.; Karweit, Nancy L.

Student Teams and Mastery Learning: A Factorial Experiment in Urban Math Nine Classes.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-JHU-CSOS-320
Pub Date Feb 82
Grant-NIE-G-80-0113
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research; *Grade 9; *Mastery Learning; Mathematics Achievement; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Teaching Methods; *Team Training; Urban Education
Identifiers-*Mathematics Education Research

Mastery Learning and Student Team Learning are two widely used instructional methods designed to confront the problem of student diversity in group-paced instruction. This study evaluated Mastery Learning, Student Team Learning, and a combination, in 43 inner-city math nine classes over a full school year. Results indicated greater achievement on a standardized test for Team classes than non-Team classes, but no greater achievement in Mastery than non-Mastery classes. Differences in time use were suggested to explain treatment differences in student achievement. (Author/MP)

ED215981 SP020071

Richardson, Glenn E.

Educational Imagery. Strategies to Personalize Classroom Instruction.

Report No-ISBN-0-398-04639-5

Pub Date 82

Note-194p.

Available from-Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62717 ($24.75).

Document Not Available from EDRS.

Descriptors-*Classroom Techniques; *Creative Thinking; *Decision Making; Educational Innovation; Emotional Development; Fantasy; Higher Education; *Imagery; *Imagination; Learning Modalities; *Perspective Taking; Secondary Education; Self Concept; Self Expression; Values Clarification

Identifiers-*Educational Imagery

Educational imagery is introduced as an innovative classroom technique that allows students to isolate themselves mentally and to apply their imaginations to teacher-directed scenarios to accomplish a variety of educational objectives. In this book, the rationale and procedures for using educational imagery with secondary school and college students are provided. Introductory chapters describe the concept of educational imagery and its roots in psychotherapy and physical education research.

Recommendations are made for implementing educational imagery in the classroom, including preparing teachers and students and presenting and processing the scenarios. Techniques and suggested questions are provided. Four types of imagery are presented and discussed in relation to the outcomes of their use in decision making: cognitive imagery, affective imagery, consequence imagery, and simulation imagery. Fifty-four scenarios are included, each with an outline of its purpose, type, and discussion questions and variations. Additional scenarios are supplied for implementing and adhering to decisions, involving behavior modification and lifestyle theories. Methods for using educational imagery techniques with elementary school students are suggested. Final chapters supply tips for creating and using educational imagery strategies and evaluating students' reactions to the technique. A list of references is appended. (FG)

ED216000 SP020163

Brophy, Helen; And Others

Criteria for Evaluating the School Health Services Program.

California State Dept. of Education, Sacramento.

Pub Date 82

Note-17p.

Available from-Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Responsibility; *Administrators; Educational Environment; Elementary Secondary Education; *Evaluation Criteria; *Program Evaluation; School Districts; *School Health Services; *School Nurses; School Policy

Identifiers-*California

This publication offers a checklist for identifying strengths and weaknesses of school health programs. The instrument can be used by school personnel, community members, or by an outside team of experts. Criteria are expressed in terms of desirable practices, with provisions for judging, on a five-point scale, the extent to which program characteristics meet each criterion. These criteria are organized into two areas, administration and the school nurses' role in the program.

Considered under administration are district policies, written goals and objectives, personnel, facilities, responsibilities of principals, staff development activities, and student and family responses to the program. Criteria included for evaluating the school nurses' role are duties of health service personnel in and out of the school, procedures for evaluating and reviewing student health, providing health counseling to students, teachers, and parents, maintaining a safe school environment, and provisions for annual program evaluation. (FG)

ED215883 SE037074

Nik Pa, Nik Azis B.

A Bibliography of Articles on Fractions.

Pub Date 18 Nov 81

Note-32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies; Basic Skills; Elementary Secondary Education; *Fractions; Learning Activities; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Number Concepts; *Reference Materials

This document lists references on the teaching of fractions, with many of the entries annotated. They are alphabetized by the author by categories: Activity and Game; Addition and Subtraction; Teaching Aids; Application; Assessment; Curriculum; Decimal; Common Fraction; Division; Equivalence of Fractions; Errors; Fraction Concept; Multiplication; Rate and Ratio; Research; and Teaching. (MP)

ED215629 HE014990

Blumstein, James F.

Legal Issues in the Desegregation of Postsecondary Education. The Postsecondary Desegregation Project, Report II.

Vanderbilt Univ., Nashville, Tenn. Center for Education and Human Development Policy.

Spons Agency-Department of Education, Washington, D.C.

Pub Date Jul 81

Contract No-300-79-0403

Note-94p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Affirmative Action; Black Colleges; *College Desegregation; Compliance (Legal); *Constitutional Law; *Court Litigation; *Desegregation Litigation; Desegregation Plans; Elementary Secondary Education; *Equal Education; Federal Government; *Government School Relationship; Higher Education; Private Colleges; Public Schools; State Colleges; Whites

Identifiers-Alabama; *Civil Rights Act 1964 Title VI; Department of Education; Tennessee; Virginia

The application of constitutional principles of desegregation, derived from the context of primary and secondary education, to the postsecondary education setting, is addressed in the second of eight reports from the Postsecondary Desegregation Project at Vanderbilt University. The role of the U.S. Department of Education in enforcing the nondiscrimination provisions of Title VI of the 1964 Civil Rights Act is also examined. Attention is directed to the major Supreme Court desegregation decisions, and the controlling principles of liability in non-southern contexts are identified. A rationale to explain the Court's approach to the problem of remedying the effects of governmentally imposed segregation is developed, and postsecondary desegregation cases that have arisen in the states of Alabama, Tennessee, and Virginia are considered. While the case law with respect to desegregation of public primary and secondary schools is rather well developed, case law with respect to desegregation of postsecondary education is rather sparse. The development of the equal protection doctrine in higher education and the federal role in assuring equality of educational opportunity under Title VI and under new program authorizations are analyzed. The three most prominent desegregation cases, which came before the courts in Alabama, Tennessee, and Virginia, involved similar factual situations: the proposed construction or expansion of an identifiably white institution within the geographical zone of competition of an existing predominantly black institution. In all three cases the courts found that dual systems had not been fully dismantled. Federal affirmative action possibilities under properly constructed new legislation authorization (Board of Education v. Harris and Fullilove v. Klutznick) is also discussed. (SW)

ED215708 JC810143

Lach, Ivan J.

FY 1980 Unit Cost Analysis for the Public Community Colleges of Illinois.

Illinois Community Coll. Board, Springfield.
Report No-ICCB-001
Pub Date Dec 80
Note-28p.; Some charts marginally legible.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Colleges; Educational Finance; *Enrollment; *Expenditure Per Student; *Program Costs; Resource Allocation; *School District Spending; State Aid; State Surveys; Two Year Colleges; *Unit Costs
Identifiers-*Illinois

An analysis is presented of the Illinois Public Community College Unit Cost Study for Fiscal Year (FY) 1980, an annual study using basic enrollment and cost data supplied by college for each instructional area offered. After introductory material, including study highlights and a glossary of terms, district and school data are provided on net instructional cost, full instructional cost (including building repair and depreciation), and total institutional cost (including instructional, research, and public service costs) per student credit hour. Information is then provided on unit costs for educational support services and other indirect costs under seven categories; i.e., academic administration and planning, learning resources, student services, data processing, general administration, auxiliary services, and general institutional support. Next, net instructional cost per student credit hour is analyzed by district for the following instructional categories: general academic and baccalaureate, business and public services technologies, technical occupations, health technologies, remedial development, adult basic/secondary education, and general studies. Finally, instructional costs for FY 1980 are compared with costs for the previous ten years and sample unit costs are provided by instructional area and cost category. Appendices offer data on total cost per college by functions and cost category and instructions for completing the 1980 unit cost study. (HB)

ED215727 JC820193

Burns, Charles A., Ed.

Insight, 1981-82: An Annual Collection of Articles on Teaching and Learning by Faculty of the Community Colleges of the State University of New York.

State Univ. of New York, Albany. Office for Community Colleges.
Pub Date [82]
Note-114p.; Fifth Anniversary Edition.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Students; Burnout; Business Education; *College Faculty; *College Instruction; *College Programs; *Community Colleges; Correctional Education; General Education; Language Usage; Librarians; Library Services; Mathematics Instruction; Program Descriptions; Sex Bias; Study Abroad; Teacher Role; *Teaching Methods; Two Year Colleges; Writing Skills

This collection of 17 articles dealing with community college education begins with Marvin Feldman's discussion of the origins and future of the community college. Then, Faye Lenarcic examines the relation between sexism and language. Next, Mary Loomba discusses the problem of burnout in relation to librarians. Howard Himelstein outlines the faculty's role in reducing stress among adult students. After Ralph Szwenda's presentation of tips for working with deaf students, Maryanne Vent describes the use of nonfiction works in a literature elective. Next, Harold Cantor provides perspectives on general education in the community college, and John Cadigan presents methods of integrating the humanities and business education. The significance of study-abroad programs for community college students is examined by Jonathan Lambert prior to Sally Walters' article on the role of library services in continuing education courses. Following Sally Carr's discussion of inmate education programs, Shirley Stanley and Eugene Mozier outline the development of a constructive geometry and trigonomety program. Thomas Giometti then reviews the establishment of a language institute at Mohawk Valley Community College. Next, Libby Bay describes the application of learning theories in a Freshman Composition course. Suzon Kister outlines changes in library technology prior to Shirley Kurtzberg and Eileen Walsh's presentation of an alternative approach to general biology. Finally, Ronald Frinks and David McNamara discuss ways of accommodating wheelchair students in a freshman physics laboratory. (HB)

ED215843 RC013349

Andrade, Sally J.; Ed.

Patients' Rights and Advocacy: For Hispanics?

Intercultural Development Research Association, San Antonio, Tex.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date 81
Grant-MH-31212-02
Note-96p.; For related documents, see RC 013 347-351.
Available from-Intercultural Development Research Assoc., San Antonio,

TX 78228 ($8.75).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Advocacy; Attitudes; Civil Liberties; Community Action; Cultural Influences; Delivery Systems; Medical Services; *Mental Health; Mental Health Programs; *Mexican Americans; *Patients; Physician Patient Relationship; *Public Health Legislation; Social Attitudes; Therapeutic Environment
Identifiers-*Patients Rights; *Texas

The monograph outlines key issues in the area of patients' rights and advocacy as they relate to Hispanic mental health clients or patients. Providing background material on patients' rights and advocacy in general, the first section includes a chronological history of major litigation, a discussion of patient advocacy, a discussion of a client's right to refuse treatment, and a legal perspective of patients' rights and advocacy. Focusing on patients' rights and advocacy for Mexican Americans in Texas, the second section includes a statement from the Commissioner of the Texas Department of Mental Health and Mental Retardation regarding systemic concerns and a discussion of the citizen's or consumer's point of view. A 1981 workshop on Hispanic patients' rights and advocacy is summarized. Interviews with 15 Hispanic therapists in Texas provide a perspective of the Mexican American service provider regarding the patients' rights movement's impact on Mexican American clients and identify issues arising from the uniqueness of the Mexican American experience in treatment. The concluding article delineates several assumptions predominating in mental health service delivery systems and in the patients' rights and advocacy movement that may be limiting the development of an Hispanic initiative. Appendices include academic and litigation references on patients' rights and advocacy. (Author/NQA)

ED215925 SO013996

Casteel, J. Doyle; Guthrie, Charles

Teaching Ideas about Other Cultures: Africa, Latin America, Western Europe.

Florida Univ., Gainesville. Center for African Studies.; Florida Univ., Gainesville. Center for Latin American Studies.; Florida Univ., Gainesville, Center for West European Studies.; Florida Univ., Gainesville. Coll. of Education.

Spons Agency-Office of International Education (ED), Washington, D.C.
Pub Date Oct 80
Note-167p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*African Culture; *Cross Cultural Studies; Cultural Differences; Cultural Traits; *Latin American Culture; Learning Activities; Secondary Education; *Social Studies
Identifiers-*Europe (West)

This publication contains learning activities which can be used in secondary social studies classes to teach about African, Latin American, and Western European cultures. The activities, developed by teachers in a summer institute, are self contained. The information provided for each activity includes a focal idea, type of activity, title, teaching suggestions, and student materials. Most of the activities contain a story followed by discussion or decision making questions. For example, the focal idea of one activity is that "the primary aim of most African societies in resolving social conflict is to restore peace and equilibrium to the whole community. Consequently all members affected by the conflict may participate in determining justice." Students must read a shortened version of a folktale from the the mountainous African country of Ethiopia which demonstrates this African belief. Following the story is a series of questions which will test their understanding of the story. In another activity, students are presented with 11 personal incidents, all of which take place in West European cultures. Students must decide if each idea is consistent with the idea that Western European cultures place a high value on the individual and on individual achievement. (RM)

ED216083 UD022269

Civil Rights: A National, Not a Special Interest. A Statement of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
Pub Date 25 Jun 81

Note-138p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Budgets; *Civil Rights; *Civil Rights Legislation; Court Litigation; *Federal Aid; *Federal Legislation; Federal Programs; Law Enforcement; Minority Groups; *Public Policy; Racial Discrimination; Sex Discrimination; State Legislation
Identifiers-*Block Grants; Fifteenth Amendment; Fourteenth Amendment; Reagan Administration; Thirteenth Amendment

This report examines 1982 Federal budget proposals to reduce allocations for civil rights enforcement efforts, to reduce or eliminate several equal rights programs, and to limit categorical grants in favor of block grants that would authorize funding for several activities under one law. The analysis derives its basis from government principles of emancipation and equality reflected in the "Civil War" amendments to the Constitution. The report traces the history of the amendments and of subsequent civil rights legislation, examines the results of civil rights movements and government efforts to eliminate the effects of past discrimination, and analyzes the consequences of the budget proposals for Federal civil rights enforcement efforts. The relationship of social and economic equal opportunity programs to the Civil War Amendments is also examined and effects of proposed revisions on program budgets are evaluated. The efficacy of the block grants approach from a civil rights perspective is also considered. It is concluded that proposed budget restrictions will hamper Federal efforts against discrimination in education, employment, housing, and services provision and, further, that the conversion of categorical programs to block grants without developing essential enforcement mechanisms will jeopardize guarantees that funds will be targeted exactly as Congress intended. (Author/MJL)

ED215664 IR010095

King, James M.

Photographic Projects and Processes.

Georgia Univ., Athens. Dept. of Educational Media and Librarianship.
Pub Date 81
Note-52p.; Photographs may not reproduce on microfiche.
Available from-University of Georgia Media Monographs, Department of Educational Media and Librarianship, 607 Aderhold, University of Georgia, Athens, GA 30602 ($3.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Higher Education; Photographic Equipment; *Photography; *Production Techniques; *Student Projects; Undergraduate Students

This highly illustrated monograph includes 22 projects developed by students in a basic photography course that can be inexpensively reproduced by students or by anyone interested in photography. Instructions are provided for making 14 photographic accessories, including a film washer, drying cabinet, camera copy stand, and bounce flash diffuser. Also described are useful and innovative processes such as combination printing, high contrast photography, sepia toning, photosketching, pinhole photography, photograms, and dry mounting. Forty-eight print and nonprint resources are listed. (Author/LLS)

ED215686 IR010149

Cochrane, Pauline A.
Subject Access in the Online Catalog.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Pub Date Jan 82
Note-10p.
Available from-OCLC, 6565 Frantz Road, Dublin, OH 43017.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Design Requirements; Indexing; *Information Retrieval; *Library Catalogs; *Library Networks; Man Machine Systems; Newsletters; *Online Systems; Research Libraries; *Subject Index Terms
Identifiers-*Library of Congress Subject Headings; *OCLC; Users

This essay focuses on use of the Library of Congress Subject Headings system in online catalogs for the retrieval of information by subject. Among the topics addressed are differences among catalog forms (card, microform, and computer); user interface with different forms of catalog; the types of subject indexes employed in present online catalogs; and factors to be considered in designing future online catalog systems, including several desirable features not provided by current systems. Accompanying the essay are seven figures, three tables, and a 14-item reference list. (JL)

ED215765 PS012807

Lipsitt, Lewis P.

Enduring Influences of Early Experience.

Pub Date 81

Note-5p.; Summary of Presidential Address presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development; *Early Experience; *Emotional Development; High Risk Persons; *Infants; *Neurological Organization; Research Needs; *Sensory Experience

Identifiers-Reflexes; Sudden Infant Death Syndrome

Implications of three basic facts about very young infants are delineated in this summary. Normally, human infants are capable of a wide range of functions, such as "appetitive responses" (e.g., the rooting reflex) and defensive maneuvers. They experience pleasure and feel pain. Additionally, they undergo a transition from subcortical to cortical functioning that is developmentally critical. As a result of various conditions, fundamental abilities of infants may be compromised. With severe consequences for emotional development, infants may fail to learn that their behavior is instrumental in arranging the environment for pleasure and for removing annoyances. Also, some infants may not successfully make the difficult transition from subcortical to cortical mediation. Since at the present time many infants born at risk with deficits and debilities survive, it is possible that individual differences are now larger than at any previous time in the history of mankind. Infants who are compromised physiologically through unfortunate histories of risk should be carefully studied to provide information concerning behavioral and neurophysiological change. Periods of confusion and disorganization during the transition to cortical mediation should also be studied in view of the fact that some 90 per cent of all crib deaths occur within the age period when behavioral perturbation often seems concentrated. (Author/RH)

ED215825 RC013327

Bringas, Juliet G.; Chan, Teresa Y.

Spanish Aid in Clinical Dietetics.

Nutrition in the Life Cycle, Inc., Culver City, CA.

Pub Date 79

Note-170p.; Paper copy not available due to p[illegible]isher's choice.

Available from-Nutrition in the Life Cycle, Inc., P.O. Box 546, Culver City, CA 90230 ($8.95 plus $1.00 postage and handling).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cubans; Definitions; *Dietetics; *Eating Habits; *Food; Glossaries; Health Education; Health Materials; *Hispanic American Culture; Hispanic Americans; Letters (Alphabet); *Mexican Americans; *Nutrition; Puerto Rican Culture; Questionnaires; Vocabulary

Identifiers-*Bilingual Materials

Designed to aid dietitians, nutritionists, and other health professionals to better serve the nutritional needs of Hispanics, this bilingual booklet describes the different cultural eating habits of Mexican, Cuban, and Puerto Rican Americans, with in-depth description of Mexican Americans. Written in Spanish and English, the booklet includes examples of questionnaires used to obtain medical and prenatal histories, dietary information, and information on an infant's birth, neonatal, infectious diseases, and development. Suggestions are given for normal nutrition, morning sickness, nausea, vomiting, diarrhea, constipation, and modified diets (e.g., high fiber, bland, low-cholesterol-modified fat, sodium restricted, diabetic, and calorie restricted). The common description and classification of Mexican American mixed dishes are provided, along with a list of food groups and terms in English and Spanish. Other topics covered are staple foods of Mexican American families on low or marginal incomes; foods commonly eaten in the basic four food groups plus desserts, beverages, fats, seasonings and spices; the influence of the Mexican American culture on health care; typical Puerto Rican and Cuban meal menus; and the nutritive value of foods commonly available in Hispanic markets. The Spanish alphabet and its pronunciation, days of the week, seasons and months of the year, and cardinal and ordinal numbers are given in Spanish. (NQA)

ED215862 SE037044

Cole, Jonathan R.; Cole, Stephen

Peer Review in the National Science Foundation: Phase II.

National Academy of Sciences - National Research Council, Washington, D.C.

Report No-ISBN-0-309-03182-6
Pub Date 81
Note-115p.
Available from-National Academy Press, 2101 Constitution Avenue, N.W. Washington, DC 20418 (price quoted $8.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Analysis; Federal Aid; Financial Support; *Grants; *Guidelines; *Peer Evaluation; *Research; *Research Proposals; *Scientific Research
Identifiers-*National Science Foundation

A two part study was conducted to determine if the peer review system of proposals to the National Science Foundation (NSF) operates fairly and if changes are warranted. Part I (reported in ED 167376) extensively described the peer review process and indicated that it is indeed equitable. Phase II, summarized, investigated the issue further by addressing three major questions: (1) Do program directors bias the peer-review process by their selection of reviewers? (2) Is a system of "blind" reviewing feasible and practicable? and (3) If so, would the results differ from those of conventional review procedures? In an effort to answer these three questions, independent reviewers selected by the Committee on Science and Public Policy (COSPUP) of the National Academy of Science replicated the NSF's peer-review procedures. Section I summarizes the design and discusses the difficulties involved in blinding a proposal. Sections II an III compare the results of NSF reviewers with those of COSPUP on non-blinded and blinded proposals, respectively, and indicate that no major difference exists between the results of the two groups of raters. Section III also discusses the difficulties associated with blind reviewing. Section V lists and discusses 12 recommendations for changes in the NSF peer review process. (DC)

ED215884 SE037077

Etlinger, Leonard E.; Ogletree, Earl J.

Using Calculators and Microcomputers with Exceptional Children.

Pub Date [82]

Note-17p.; Contains occasional light and broken type. Portions of this document taken from ED202707.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Calculators; *Computers; *Educational Technology; Elementary Secondary Education; *Exceptional Persons; Instruction; Instructional Materials; Learning Disabilities; *Mathematics Education; Mathematics Instruction; *Microcomputers

The focus of this document is on descriptions of calculators, microcomputers, and related educational technology and materials. Calculators are viewed as innovative teaching tools that can have both practical and pedagogical functions in the classroom to enhance understanding and achievement in mathematics. Microcomputers are seen as glorified calculators, that may replace calculators since they perform calculator functions and are additionally easily programed to store and retrieve specific data, ask questions, and evaluate and report students' responses. A comparative list of features of some of the most popular microcomputers is provided. The report concludes by noting that calculators and microcomputers can benefit students by: (1) reinforcing the basic skills,; (2) helping in basic reasoning skills; (3) reinforcing problem-solving ability; (4) promoting logical thinking; (5) encouraging creativity; (6) developing concentration and independent learning; (7) broadening technological experiences; (8) providing stimulation and motivation; (9) developing mapreading skills; (10) helping to develop number sequencing concepts; (11) aiding in discovering mathematical concepts; and (12) developing music skills. (MP)

ED215944 SO014030

A Guide to Curriculum Development in Consumer Education.

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.

Pub Date 81

Note-111p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Consumer Education; *Curriculum Development; Educational Needs; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Models; Program Content; Program Evaluation; Program Implementation

The purpose of this guide is to assist K-12 educators in developing consumer education curricula that are planned, ongoing, and systematic. The guide is comprised of six sections. The first or introductory section describes the guide. Section two deals with rationale and goals. A discussion of definition and need, philosophy, and program goals is provided. The focus of the third section is the curriculum development process. The instructional plan, implementation models, curriculum content, and suggested time allotments are examined. Organizing for instruction is the topic treated in section four. Discussed are facilities and materials, staffing and training, program coordination, resources, and special student populations. Section five contains examples of the kinds of consumer materials that could be infused into various subject areas. Objectives, content, and sample activities are provided for all grade levels. Program and student evaluation are the topics of section six. Included in the appendices are a bibliography of publishers, materials, and organizations, and a survey instrument for conducting a consumer education school assessment. (RM)

ED215963 SP019992

Irvine, Jacqueline Jordan

The Effects of the Integrated Model for the Training and Supervision of Teachers on the Self-Assessment Skills of Pre-Service Teachers.

Pub Date Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Techniques; Cooperating Teachers; *Evaluation Methods; Higher Education; *Measurement Techniques; Preservice Teacher Education; Self Actualization; Self Concept; *Self Evaluation (Individuals); Student Evaluation; *Student Teachers; Teacher Behavior; *Teacher Effectiveness

A training process, the Integrated Model for the Training and Supervision of Teachers (IMTS), is a systems approach with a delineated sequence of seven clinical supervision phases integrated with performance-based criteria for self and supervisor assessment. Three separate instruments, which assess preparation for instruction, actual classroom practice, and social climate and personal interaction, are included in the model, which provides a systematic method for evaluating teacher performance in the classroom. This study investigated the effect of the IMTS on preservice teachers' ability to assess their own classroom performance. The sample consisted of 53 pairs of inservice and preservice teachers enrolled in the Division of Educational Studies at Emory University (Georgia). In this program, inservice teachers engage in graduate course work and serve as supervisors for the university by working with preservice teachers in the classroom setting. During a four quarter supervision course sequence, each supervising teacher was trained to use the IMTS for supervising preservice teachers. They were also taught clinical supervision, listening, counseling, systematic helping skills, and were trained to collect observation data and to rate the Teacher Performance Assessment Instrument (TPAI). Preservice teachers were introduced to the TPAI and the meaning of each competency statement, the indicators used to measure competencies, and the relationship of the competency to teacher effectiveness research literature. Attention was given to training them in self-assessment skills. At the end of the third and fourth quarter of the four course sequence, observation data were collected during a 45 minute lesson. At the end of the class period, supervising and preservice teachers rated the TPAI. Results of this study provide some evidence that the IMTS facilitates the development of reliable self-assessment skills. (JD)

ED216001 SP020164

Characteristics of Professional Staff in California Public Schools 1980-81.

California State Dept. of Education, Sacramento.

Pub Date 82

Note-16p.

Available from-Publication Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 (Free).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age; Educational Attainment; Elementary Secondary Education; Employment Experience; *Public Schools; Racial Composition; School Districts; *School Personnel; School Size; *State Norms; State Surveys; Teacher Characteristics; *Teachers; Teacher Salaries; *Teacher Supply and Demand; Tenure

Identifiers-*California

This report consists of nine tables that present statistical information submitted by California public schools, school districts, and county superintendents of schools during the fall of 1980. Public school employees included in this report are certified fulltime and parttime personnel and noncertified personnel serving at the level of superintendent and deputy, associate, and assistant superintendent. Professional staff in adult education programs, preschools, and child care centers are excluded, as are short-term substitute teachers. The first seven tables are broken down by teaching assignment (grade level and subject area) and by titles of nonteaching personnel. These tables show: (1) racial or ethnic heritage and sex; (2) highest education level attained; (3) percent of staff having tenure or fulltime, parttime, temporary, probationary, or substitute status; (4) age categories; (5) years of experience in the district; (6) total years of educational service; and (7) number of positions and average salary. The eighth table summarizes the findings in the previous seven tables according to size of school district staff. The ninth table supplies the average and number (fulltime equivalents) of staff by the type of school district--elementary, unified, high school, or other. (FG)

ED216022 TM820170

Chandler, Theodore A.; And Others

Gender Differences in Multiattributional Causality for Achievement and Affiliation in Five Cross-National Samples.

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement; *Affiliation Need; *Attribution Theory; *Cross Cultural Studies; Failure; Higher Education; Locus of Control; *Sex Differences; Success

Identifiers-India; Japan; Multidimensional Multiattributional Causality SC; South Africa; United States; Yugoslavia

The purpose of this study was to expand the previous limited locus of control focus of gender differences cross-nationally by shifting to an attributional model for both successes and failures in both achievement and affiliation domains in order to test the hypothesis that women differ from men in their attributional patterns for achievement and affiliation across various attributional factors for success/failure outcomes. The Multidimensional-Multiattributional Causality Scale was administered to a total of 684 college students from India, Japan, South Africa, Yugoslavia, and the United States. There were significant differences between males and females across all five countries for achievement attributions to task, and for the internal/external dimension. The differences for attributions to ability, effort, and luck, as well as for the stable/unstable dimension, were not significant. All these differences were generally small, and so may not be meaningful. Gender differences appeared to be stronger in the affiliation than in the achievement domain. (Author/BW)

ED216043 TM820206

Ligon, Glynn; Matter, Kevin
Anomalies in Achievement Analyses.
Austin Independent School District, Tex.
Report No-AISD-81-60
Pub Date 81
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Rating; *Achievement Tests; Elementary Secondary Education; *Scores; Student Evaluation; Student Improvement; *Test Interpretation; Test Use
Identifiers-Austin Independent School District TX

Six anomalies in achievement test scores encountered by the Austin Independent School District are described. These include crossing gaps with uninterpolated medians; total group median declines while all subgroups' medians rise; outlying total percentiles; percentile and grade equivalent growth antithesis; same grade equivalent earning a different percentile in each content area; and the median does not represent any group. Evaluators and researchers must know how to distinguish real achievement gains from artifactual gains resulting from anomalies such as those discussed in this paper. It is necessary to determine when an inconsistency is an error and when it is an explainable anomaly. When interpreting achievement test scores, interaction of types of scores such as percentiles and grade equivalents, shifts in student demographics, and non-normal distributions within groups being tested need to be carefully considered. The factors causing the anomalies and possible solutions are discussed. (DWH)

ED216063 UD022221

Research in Education in New Zealand: The State of the Art. Research Monograph No. 3.

New Zealand Association for Research in Education, Wellington.

Pub Date 80

Note-390p.; Papers from "Research in Education in New Zealand: Striking the Balance," at the National Conference of the New Zealand Association for Research in Education (1st, Wellington, New Zealand, December 7-10, 1979).

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Behavioral Science Research; Bibliographies; Child Development; Classroom Research; Continuing Education; Counseling; Early Childhood Education; Educational History; *Educational Practices; *Educational Research; Educational Sociology; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Guidance; Mathematics Education; Reading Research; Science Course Improvement Projects; Special Education; Testing; Womens Education

Identifiers-Maori (People); *New Zealand

This collection contains revised versions of 15 state-of-the-art papers and 7 commentaries given at the first conference of the New Zealand Association for Research in Education (NZARE). Each article surveys a single field relating to contemporary educational research in New Zealand, including the aims, methods, and significance of the studies reviewed. The authors have included bibliographies and lists of other scholars working in their fields. The 15 topics covered are: early childhood education, child development, education of Maori children, special education, guidance and counseling, sociology of education, women and education, history of education, measurement and testing, classroom studies, behavior analysis, reading, science education, mathematics education, and continuing education. (Author/GPM)

ED215746 JC820228

Hagerstown Junior College Advisory Committee Handbook.
Hagerstown Junior Coll., Md.
Pub Date 82
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees; Community Colleges; *Community Involvement; Group Activities; Group Membership; Guidelines; *Organizational Objectives; *School Business Relationship; Two Year Colleges; *Vocational Education

The use of advisory committees in occupational education is a natural and desirable extension of lay participation in education and an efficient and logical way of keeping programs current. At Hagerstown Junior College (HJC), the primary functions of an advisory committee are to provide advice and counsel regarding the development, maintenance, operation, and modification of occupational programs; to suggest types of educational and technical services needed by the community; and to participate in program evaluation. The committee is an advisory body, composed of community and professional representatives who are concerned with the quality of education of their future employees and who wish to help HJC use its resources wisely. While there is no single criterion for member selection, committee members should have personal interest, sufficient time, current knowledge of their field of specialization, ability and willingness to work with the committee, and commitment to graduate placement. HJC advisory committees are generally composed of six to twelve members who serve for a period of one year and who meet at least once each semester. Each committee has a chairperson who presides over the meetings and a secretary responsible for communications with the members. In addition to the material covered above, this handbook provides information on committee procedures and guidelines for chairpersons and secretaries and outlines the philosophy and objectives of HJC. (HB)

ED215786 PS012829

Ensminger, Margaret E.

Welfare: Its Relationship to Social Origins. Personal and Family Characteristics.

Pub Date 21 Jan 80
Note-65p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Black Mothers; *Family Characteristics; *Individual Characteristics; Longitudinal Studies; Low Income Groups; Parent Participation; Predictor Variables; Welfare Recipients; *Welfare Services

An attempt was made to identify variables associated with black mothers in a high risk community who stayed on welfare, who moved off welfare, who moved on and off welfare, and who did not participate in welfare. Three kinds of variables were explored to explain such variations in welfare participation: (1) social origin characteristics, (2) social and personal characteristics, and (3) each woman's family situation. Data from interviews conducted in 1975 with 826 black women who had participated in the 1967 Woodlawn study of mothers or mother surrogates of first grade children are included in the present study. The 1975 interviews focused on the same four broad categories of information that had been studied in 1967, with the additional category of stressful events that might have occurred to a family member since 1967. This report focuses on the mother's account of her own mental health, her activities, her values, and the family's socioeconomic and occupational circumstances, composition, religion, and activities. A six-item index of welfare status was constructed to provide an indication of the respondent's welfare dependency over time. Welfare status was cross-tabulated with various background, personal, and family characteristics to provide a descriptive analysis of welfare status. The multivariate impact of these characteristics on welfare status was subsequently examined. Results, indicating the importance of family type in influencing welfare status and the contradicting findings of the Moynihan Report (1965), are discussed. (Author/RH)

ED215905 SE037367

Blosser, Patricia E.; Mayer, Victor J.

Investigations in Science Education, Volume 8, Number 1, 1982.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date 82
Note-82p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.75 single copy, $6.00 per year subscription price).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Attitudes; *Cognitive Development; Educational Research; Elementary Secondary Education; Higher Education; Methods Courses; *Preservice Teacher Education; Science Curriculum; *Science Education; Science Instruction; Teacher Behavior
Identifiers-*Science Education Research

This issue of Investigations in Science Education contains articles about attitude research in science education. It contains the critiques of nine articles about attitude research as well as three responses to critiques. One response relates to a critique published in an earlier issue while the other two responses are paired with the critiques that provoked the response. One critique response pair relates to attitude research; the other pair, to research related to cognitive development. Topics related to attitude research vary and include attitude assessment as well as studies of the effects of attitudes of students on instruction in science. (PEB)

ED215982 SP020074

Abeson, Alan; Mack, Jean Harris

Basis for Inservice Design: Regular Educator's Responsibilities for Handicapped Children.

National Inservice Network, Bloomington, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date 81

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Compliance (Legal); Educational Policy; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; Special Education; *Teacher Education Programs; Teacher Responsibility

Identifiers-*Education for All Handicapped Children Act

This booklet contains a policy interpretation, researched and adopted by the National Inservice Network, of requirements for inservice teacher education in compliance with the Education for All Handicapped Children Act of 1975 (Public Law 94-142). Four areas are indicated in which regular classroom teachers need training for teaching handicapped children: classroom management, participatory decision making, knowledge of legal procedures, and dealing with human relations and attitudes. Policies on responsibilities of regular classroom educators are based on selected sections in the law that define: (1) the handicapped child; (2) special education and related services; (3) least restrictive environment; (4) supplementary aids and services; and (5) existing federal inservice education policies. Implications for inservice education are noted, and a concluding statement is offered. The development of the policy interpretation is also described. (FG)

ED215647 HE015030

von Euler, Mary

Desegregation within Institutions of Higher Education: What Remedies Does the Law Require?

Pub Date 21 Mar 82

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 21, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Colleges; Black Students; *College Choice; *College Desegregation; Court Litigation; Decision Making; *Desegregation Litigation; Elementary Secondary Education; *Equal Education; Government School Relationship; Higher Education; Institutional Characteristics; Laws; *Legal Responsibility; Racial Composition; Whites

As a basis for arriving at appropriate desegregation legal theory and policies, the case law in higher education, analogous case law from elementary and secondary education, and additional insights provided by social science, experience, and common sense are examined. The following issues are reviewed: (1) whether the desegregation of higher education requires the elimination of one-race institutions; (2) what must be done to ensure that students have genuinely free choice, and the institutional characteristics that affect choice; and (3) how much desegregation is required of black colleges. Drawing on court opinions, it is argued that the law requires a state to prove that any substantial racial disproportion in its enrollment results from genuinely free, voluntary decisions by students. Vestiges of the dual system that often serve as institutional barriers to free choice and that impede dismantling the racially dual system are addressed. Barriers include a century of underfunding of black colleges, resulting in inadequate programs and facilities; disproportionately one-race student bodies and faculties that racially identify institutions; a social atmosphere at white colleges that may be inhospitable to black students; counseling of black students into community colleges and black colleges; and testing and poor remedial education programs at white colleges that deter black students from completing their college education. It is suggested that private decisions, institutional behavior, and governmental acts interact and affect desegregation in a complicated way. (Author/SW)

ED215665 IR010097

Chupack, Stephen F.; And Others

User Perspectives: Vermonters Talk About a Telecommunications Demonstration. Paper P-118

Institute for the Future, Menlo Park, Calif.; New York Univ., N.Y. Alternate Media Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jul 81

Grant-54-P-71362/2/2-01

Note-41p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audio Equipment; *Developmental Disabilities; *Microcomputers; *Social Agencies; Statewide Planning; *Telecommunications; *Teleconferencing

Identifiers-*Vermont

In this collection of papers, individuals with no prior experience in telecommunications describe their experiences as participants in a major demonstration of telecommunications applied to the needs of persons with developmental disabilities in Vermont. Conducted by the Alternate Media Center of New York University from summer 1979 through September 1980, the demonstration dealt with basic questions about the communication process and how a person begins to use and adopt technology to augment that process. Project participants included the Vermont Association for Retarded Citizens (VARC), the Vermont Surrogate Parent Program (VSPP), the Center for Developmental Disabilities (CDD) of the University of Vermont, United Cerebral Palsy (UCP) of Vermont, and the Vermont Developmental Disabilities Council. Seventeen additional publications from the project are listed. (Author/LLS)

ED215709 JC810395

Raepple, Roger R.; Peery, Donn

Athletics in Community and Junior Colleges.

Pub Date [80]

Note-21p.; Originally appeared in "The Governance of Intercollegiate Athletics," edited by James Frey and published by Leisure Press.

Available from-Leisure Press, P. O. Box 3, West Point, NY 10966.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization; *Athletics; Community Colleges; Eligibility; Financial Support; Governance; *Intercollegiate Cooperation; *National Organizations; National Programs; *Two Year Colleges; Two Year College Students

Identifiers-*National Junior College Athletic Association

The history, structure, and activities of the National Junior College Athletic Association (NJCAA) are described in this report. Following introductory comments on the unique nature of the two-year college, the history and development of the NJCAA are summarized from its charter in 1938 to the present, and the purposes and functions of the organization are noted. These include the conduct of national championships in various sports and the adoption of rules for NJCAA activities. Next, the organization of the NJCAA into 22 geographic regions with a men's and women's division is examined, and the affiliated governing structures of boards and associations are described. NJCAA finances are considered next, followed by a section emphasizing the variety of NJCAA regions and the flexibility accorded to them. As an example, the Florida model is then highlighted. The next section provides an overview of athletics on two-year college campuses, including a look at typical funding sources for athletic programs. After the characteristics of two-year college students are discussed with respect to their effect on athletic programs, areas of institutional control over athletics are enumerated. Next, the advantages and disadvantages of the hierarchical governance structure of athletics for two-year colleges are explored, and, finally, developing issues in the areas of staffing, women's programs, and academic integrity are summarized. (KL)

ED215806 RC013297

Kizer, Pat; And Others

Downtown Math and Language: Levels 1-6.

Amity School District No. 4-J, OR.

Pub Date Nov 76

Note-317p.; For related documents, see RC 013 293-296.

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Activity Units; Arithmetic; Career Awareness; *Career Education; Elementary Education; *Elementary School Mathematics; Interdisciplinary Approach; *Language Arts; *Learning Activities; Mathematics Instruction; Rural Schools; *Small Schools; Vocabulary Development

Identifiers-*Amity School District 4J OR

Developed by the Small Schools Career Education Development Project, the guide, divided into 6 units, provides 279 activities for math and language instruction in grades 1-6. Units are titled: Bank, Grocery Store, Hardware Store, Pandora's Box, Restaurant, and Streets, Bikes, and Highways. Both math and language activities are provided for each unit. An activity number, grade level, a concept, and unit name (e.g., Bank/math) are given for each activity. Activity topics include: addition and subtraction, multiplication and division, money values, order of numbers, graphs, check writing, percentages, classification, sequence, story writing, creative dramatics, job descriptions, business letters, geometrical concepts, farenheit and celsius, initial sounds, capitalization, adjectives, abbreviations, singular/plural, syllabication, Haiku, measurements, metrics, spelling and vocabulary, communications, word origins, paragraphs, outlines, want ads, greater and lesser, fractions, verbs, and parts of speech. Five ways to use the activities are suggested: revising and expanding the activities to meet student needs; developing the activities into units; incorporating single activities into mini field trips for 3-5 students; combining several activities into a group field trip; and using the activities as extra credit projects, math and language center activities, and after school projects. (NQA)

ED215844 RC013350

Ramirez, David G.

Analysis of the Patterns of Use of Community Mental Health Services by Mexican Americans.

Intercultural Development Research Association, San Antonio, Tex.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date 82
Grant-MH-31212-02
Note-178p.; For related documents, see RC 013 347-351. Appendix C may not reproduce clearly.
Available from-Intercultural Development Research Assoc., 5835 Callaghan, Suite 350, San Antonio, TX 78228 ($9.95).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Age Differences; Community Services; Comparative Analysis; Cultural Influences; Delivery Systems; Evaluation Methods; Literature Reviews; *Mental Health Clinics; Mental Retardation; *Mexican Americans; Research Methodology; *Research Problems; *Use Studies
Identifiers-Community Mental Health Centers; *Texas

The past 22 years of research on the underutilization of mental health services by Mexican Americans are critically analyzed from conceptual and technical perspectives. While basic assertions of previous investigators that underutilization exists are correct, research concepts and methods used have been inadequate in relation to the issue's complexity. An overemphasis on numerical equivalence of usage rates across ethnic groups as an evaluative measure ignores the critical impact of differences between groups on factors such as need, accessibility, and the service's compatibility with the client's needs. A conceptual restructuring of the issue of service utilization as an evaluative measure is suggested. Endeavoring to minimize the problems identified in past research, community mental health centers (CMHC) service use in Texas is examined, using the Texas Department of Mental Health and Mental Retardation records to obtain data by age, sex, ethnicity, and the major types of service used for the 28 CMHCs operational in 1978. While statistically significant numerical underutilization of services by Mexican Americans is not as widespread as past research might have claimed, substantial evidence exists that Mexican Americans continue to underutilize services in relation to their need, especially children and youth. The underutilization among Mexican American children and youth is explored in relation to their future mental health needs. (Author/NQA)

ED215885 SE037079

Suppes, Patrick; And Others

Research on Process Models of Basic Arithmetic Skills, Technical Report No. 303. Psychology and Education Series - Final Report.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
Pub Date 1 Sep 81
Grant-SED-78-22286
Note-99p.; NIE-NSF Joint Program for Research on Cognitive Process and the Structure of Knowledge in Science and Mathematics.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Addition; *Algorithms; Cognitive Processes; Computation; Computers; Educational Research; Elementary Education; *Elementary School Mathematics; *Eye Movements; Mathematics Education; Mathematics Instruction; Models; *Subtraction
Identifiers-*Mathematics Education Research

This report presents a theory of eye movement that accounts for main features of the stochastic behavior of eye-fixation durations and direction of movement of saccades in the process of solving arithmetic exercises of addition and subtraction. The best-fitting distribution of fixation durations with a relatively simple theoretical justification consists of a mixture of an exponential distribution and the convolution of two exponential distributions. The eye movements themselves were found to approximate a random walk that fit rather closely in both adult and juvenile subjects; the motion postulated by the normative algorithm ordinarily taught in schools. Certain structural features of addition and subtraction exercises, such as the number of columns, and the presence or absence of regrouping, are well known to affect their difficulty. In this study, regressions on such structural variables were found to account for only a relatively small part of the variation in eye-fixation durations. (Author/MP)

ED215926 SO014002

Bock, Judith; And Others

Coming to Our Senses: An Environmental Approach to Teaching at the Elementary Level. Second Edition.

Centre for Environmental Education, Montreal (Quebec).
Pub Date 75
Note-64p.
Available from-STOP, 1361 Greene Avenue, Montreal, Quebec H3Z 2A5 ($2.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Childhood Needs; Consumer Economics; Elementary Education; *Environmental Education; Learning Activities; Sensory Experience; Tactual Perception; Visual Perception

This booklet contains activities and teaching suggestions that will help elementary students become aware of their environment. It will help teachers foster among their pupils an understanding of their place in nature, a sense of wonder, a reverence for life, thoughtful use of resources, and the realization that the earth is a home to be shared. There are four parts to the booklet. Part I deals with "The Child's Sensory Awareness." Activities involve students in looking, listening, touching, tasting, and smelling. "The Child as a Part of Nature" is the topic of Part II. Activities help students understand their basic needs--air, water, food, shelter, and interdependence. Discovery projects in the classroom involve students in maintaining an aquarium, growing plants, and observing the behavior of animals. Students are also involved in field trips to weather stations, filtration plants, supermarkets, and animal shelters. Part III treats "The Child as a User." Children discuss topics such as bicycles, clothing, and soft drinks and visit museums, a public library, and a newspaper publishing company. "The Child in the Community" is the topic of Part IV. Students are involved in discussions about sharing in the family and home, at school, in the neighborhood, in their country, and in the world. The last quarter of the booklet contains a film list, a teacher's resource list, and a children's reading list. (Author/RM)

ED215945 SO014043

Harris, J. John, III; Carter, David G., Sr.

Curriculum and Student Matching without the Negative Effects of Testing.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development; Educational History; *Educational Needs; *Educational Strategies; Elementary Secondary Education; Program Design; Program Evaluation; Program Implementation; *Student Centered Curriculum; Student Characteristics; Student Interests; *Student Needs; Student Placement; Testing

The main objective of this paper is to examine the issue of matching the school curriculum with the needs of students, without the negative effects of testing. The paper next discusses curricular incompatibilities. It is only by carefully designing, implementing, and evaluating instructional programs that the negative effects of ability grouping, student misplacement, and resegregation can be avoided. Some curricular recommendations which would facilitate the development of the match between the school curriculum and students' needs are made. For example, instructional systems must be designed to stress the a priori importance of each student learner's characteristics, when selecting the objectives, materials, procedures, and time parameters. Educational leaders must adopt the ideology of acting in the spirit of noblesse oblige, thus assuming responsibility for the maintenance of high quality education and proper community, political, and educational stability. Curriculum experiences and students must be looked at on equal terms and mutually supportive of each other. Educators must improve the quality of education where students are situated; i.e., segregated and desegregated settings. Educational leaders should not become discouraged or cynical. (RM)

ED216084 UD022270

Peterman, William A.

Integration, Resegregation and Integration Maintenance.

Spons Agency-Illinois Univ., Chicago. Coll. of Architecture Art and Urban Planning.
Pub Date 15 Apr 82
Note-39p.; Paper presented at the Annual Meeting of the Urban Affairs Association (Philadelphia, PA, April 15, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Blacks; Civil Rights; *Community Programs; Desegregation Effects; *Desegregation Methods; Housing Discrimination; Local Legislation; *Neighborhood Integration; Population Trends; *Public Policy; Racial Composition; Racial Discrimination; *Racial Integration; School Desegregation; *Suburban Housing; Urban to Suburban Migration
Identifiers-Illinois (Oak Park); *Integration Maintenance

Recent increases in black migration to the suburbs and the continuing existence of discrimination in housing have emphasized the issues of integration and resegregation in suburban municipalities. To prevent resegregation, many integrated municipalities have adopted integration maintenance measures such as efforts to inform people that racial diversity will not lead to community decline; deliberate attempts to influence housing choices in order to promote racial diversity; school desegregation; and development schemes to prevent decline in racially mixed communities. It has been argued that integration maintenance tools are illegal, that they unfairly restrain the realty business, and that they discriminate against black homeowners and renters. Ethical considerations point to the possibility of integration maintenance policy being exploited to control black influx into a community by allowing entry only to more economically advantaged blacks or limiting blacks' housing choices. Both legal and ethical aspects must be considered in undertaking integration maintenance programs. Population data for Oak Park, Illinois, demonstrate that integration maintenance affected long term demographic trends and prevented resegregation in the community. The study of Oak Park, and similar studies in other areas may be of use in developing programs for fair housing and integration maintenance. (Author/MJL)

Cawthon, June B.
Tools of the Trade: Sources and Aids for Media Selection.
Georgia Univ., Athens. Dept. of Educational Media and Librarianship
Pub Date 81
Note-38p.
Available from-Department of Educational Media and Librarianship, 607 Aderhold, University of Georgia, Athens, GA 30602 ($3.50)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescent Literature; Annotated Bibliographies; *Childrens Literature; *Educational Media; Elementary Secondary Education; Learning Resources Centers; *Library Material Selection; Nonprint Media; *Reference Materials; School Libraries
Identifiers-Reviewing Sources; *Selection Tools

This 98-item bibliography identifies selection tools and reference sources to aid librarians and media specialists in the identification and verification of materials to be included in a collection. The first of two parts lists 32 aids to selection which include sources for advance (prepublication) information, guides for bibliographic checking, indexes to reviews, guides to selection tools, and general guides. Standard and current selection sources for the school library media center are listed in the second part under the headings: general, elementary, young adult, and media. Other sources are provided for special needs, reference, pamphlets, periodicals, and paperbacks. A title index and a directory of publishers are included. (CHC)

ED215728 JC820198

Johnson, Philip E.

Liberal Arts Cooperative Education Program: Performance Report, 1980-1981.

Pima Community Coll., Tucson, Ariz.
Spons Agency-Office for Postsecondary Education (ED), Washington, DC. Cooperative Education Program.
Pub Date Apr 82
Note-275p.; Best copy available.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Community Colleges; *Cooperative Education; *Experiential Learning; Instructor Coordinators; *Liberal Arts; *On the Job Training; Program Descriptions; Publicity; School Business Relationship; Student Characteristics; Student Placement; Teacher Role; Two Year Colleges; *Work Experience Programs

This report provides a first-year review (1980-81) of the Liberal Arts/Cooperative Education Program at Pima Community College. Following introductory material, the project's planned objectives and activities are enumerated and described. Next, brief descriptions are provided of the program's accomplishments in the areas of: (1) classes relating to job hunting, career planning, and human relations; (2) public relations activities undertaken at the college and within the community; (3) the use of regular Liberal Arts faculty in job development and student recruitment; (4) studies of the characteristics of students involved in the program; (5) contacts and cooperative arrangements with businesses and industries that provided jobs for Liberal Arts students; (6) the placement of students in these jobs; (7) activities designed to promote Liberal Arts faculty involvement; (8) administrative support; (9) participation by the program director in various cooperative education workshops; and (10) various other activities of the director. The 18 appendices, which constitute the bulk of the report, provide detailed information on each of these ten activity categories and include articles, curriculum materials, reports, listings of typical job openings, public relations materials, and correspondence. (KL)

Nottelmann, Editha D.

Children's Adjustment in School: The Interaction of Physical Maturity and School Transition.

Pub Date Mar 82
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; Age Differences; Comparative Analysis; Competence; Elementary Education; *Elementary School Students; Junior High Schools; *Junior High School Students; Longitudinal Studies; *Maturity (Individuals); *Physical Development; Self Esteem; Self Evaluation (Individuals); Sex Differences; *Student Adjustment; *Student Evaluation; Student Promotion; Teacher Attitudes
Identifiers-*Puberty

In order to clarify the complicated relationship between the onset of puberty and the transition from elementary to junior high school, a controlled study was designed that compared the transition of grade 5 elementary school students to grade 6 in an elementary school with the transition of grade 6 elementary school students to grade 7 in a junior high school. Two sets of measures are reported. One set consists of children's perceptions of their competence in three domains that are important for their adjustment in school (i.e., their perceptions of their cognitive competence in academic matters, their social competence in peer relationships, and their physical competence in sports and outdoor games) plus their perceptions of their general competence, representing a measure of self-esteem. The second set of measures reported consists of teachers' ratings of the children's competence in the same areas. The scales were administered three times: once prior to transition, toward the end of the school year, and twice after transition -- about 10 weeks into the next school year and again toward the end of that school year. Findings reported in this paper focus on 226 children in the longitudinal sample for whom data was available at all three times of measurement. Discussion centers first on the effects of transition on this entire group of children and then on the effects of physical maturity and transition on a subsample of these children. (Author/RH)

ED215863 SE037047

Energy Use and the Environment. Concepts & Activities for the Classroom: Secondary Social Studies Module.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date Jun 80

Note-255p.; Contains colored pages which may not reproduce well.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Conservation Education; *Energy; *Energy Conservation; *Environmental Education; Interdisciplinary Approach; *Learning Activities; Secondary Education; *Social Studies; Teaching Guides

Identifiers-*Energy Education; Hawaii

As part of a comprehensive, interdisciplinary environmental education program for elementary and secondary education in Hawaii, this teaching guide provides a variety of energy education activities for secondary social studies. An extensive introduction outlines the total program and how it fits into the general education program. It explains how to use the teaching guide which is organized around 15 core themes: energy fundamentals, evolution of energy, energy today, conservation, human dimensions, alternatives, storage and transmission systems, environmental and ecological considerations, cost, energy versus population versus food, interdependence, self-sufficiency, appropriate technology, and future perspectives. Background information is provided for each theme with related objectives and concepts. In addition, a list of activities and vocabulary is given. Some of the suggested activities are presented in an elaborate form indicating subject, grade, themes, objectives, concepts, competencies, other related objectives, materials, and activity with follow-up procedures. A bibliography concludes the manual. (DC)

ED215906 SE037370

Shaw, Doris J.; And Others

Error Analysis of Fraction Arithmetic-Selected Case Studies.

Illinois Univ., Urbana. Computer-Based Education Research Lab.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-CERL-RR-82-2-NIE
Pub Date Feb 82
Grant-NIE-G-81-0002
Note-34p.
Available from-Kikumi Tatsuoka, 103 S. Mathews, 252 ERL (Education Research Lab) University of Illinois at Urbana-Champaign, Urbana, IL 61801.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research; Elementary Secondary Education; *Error Patterns; *Fractions; Junior High School Students; *Learning Problems; *Mathematics Education
Identifiers-*Mathematics Education Research

This report describes the test performances of 26 students who displayed a variety of erroneous rules in completing a 48-item test of fraction addition problems, constructed to diagnose at least 88 projected erroneous rules. Cases were selected for their potential usefulness in designing and implementing an error-diagnostic testing system and in developing appropriate remedial instruction. Each case describes specific examples of mislearning, information obtained through teacher-student interviews, remedial instruction, and the results from a posttest. The report concludes with several conjectures about the sources and causes of some of the misconceptions. (Author/MNS)

ED216023 TM820171

Home Economics: Sample Test Items, Levels III, IV, and V.

New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.; New York State Education Dept., Albany. Bureau of Home Economics Education.; New York State Education Dept., Albany. Bureau of Industrial Arts Education.

Pub Date Aug 81

Note-179p.; For related document, see ED 140 066. Small print throughout.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Achievement Tests; *Family Life Education; Home Economics; *Occupational Home Economics; *Test Items

In the last of a series of three publications for improving assessment of student achievement in home economics courses, modules of learning objectives and related test items are provided to help teachers develop more valid and reliable measurement materials and assessment procedures. The samples are geared to state-approved courses of study. The measurement of student achievement in cognitive and psychomotor domains is meant to be ongoing with instruction to determine achievement of behavior objectives. At each level, modules of home economic subjects and test items concern: (1) human development; (2) housing, furnishing and equipment; (3) food and nutrition; and (4) clothing and textiles. The four modules each cover buysmanship, health and safety, relationships and management. Learning and behavior outcomes are presented with suggested learning experiences and measurement procedures. Test items include multiple choice, essay topics or checklists. There are usually two and up to six behavioral objectives within each module. (CM)

ED216044 TM820208

Shah, Babubhai V.; And Others

Inferences About Regression Models. Contractor Report.

Research Triangle Inst., Durham, N.C.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-82-210

Pub Date Aug 81

Contract No-OE-0-73-6666

Note-63p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Computer Programs; *Estimation (Mathematics); Graduate Surveys; High Schools; Least Squares Statistics; Mathematical Models; Multiple Regression Analysis; *Regression (Statistics); *Validity

Identifiers-*Horvitz Thompson Estimator; Inference (Statistical); *National Longitudinal Study High School Class 1972

Aside from the theoretical issues involving the validity of inferences from surveys, the basic problem of producing unbiased estimates of regression parameters and estimates of the associated standard errors has been a particularly difficult issue in dealing with results from stratified multistage sample designs such as the one used in the National Longitudinal Study of the High School Class of 1972 (NLS). The purpose of this report is to review some appropriate available techniques that may be useful in applying regression models to the NLS data. The first section provides a framework for evaluation and an appraisal of some alternate approaches within this framework. A preferred approach (combining the Horvitz-Thompson estimator and taylorized deviation) is compared to an Ordinary Least Squares approach, through a simulation procedure using actual NLS data. The several results are summarized. Formulae underlying the preferred approach are provided separately in Appendixes A and B, and details of the development and use of a computer program to implement the approach are provided in Appendixes C and D. (Author/BW)

ED216064 UD022222

Distribution of Minority Pupils by Minority School Composition.

Killalea Associates, Inc., Alexandria, Va.
Spons Agency-Office for Civil Rights (DHEW), Washington, D.C.
Pub Date May 80
Contract No-HEW-100-78-0063
Note-133p.; Not available in paper copy due to reproduction quality of original document.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alaska Natives; American Indians; Asian Americans; Blacks; *Elementary School Students; Elementary Secondary Education; *Ethnic Distribution; Geographic Distribution; Hispanic Americans; *Minority Group Children; *School Demography; *Secondary School Students
Identifiers-Pacific Americans

This report presents tables that show the distribution of minority group students in schools of different racial/ethnic composition. Distribution tables are presented for the nation as a whole, for five regions, and for each of the States, including the District of Columbia. Within each of these geographical subdivisions, there is a table that indicates the distribution of all minority pupils and one or more other tables that show the pupil distribution by the following specific minority categories: 1) American Indian or Alaskan Native; 2) Asian or Pacific Islander; 3) Hispanic; and 4) black. In each table, schools are categorized by the percentage of minority pupils enrolled. The table shows the number of pupils in each of the percentage groups, the percent that this number is of all minority pupils, and the number and percent of schools in each percentage group. Data are provided for each even-numbered year within the period 1968 to 1978. The report is based on information collected in the Fall Elementary and Secondary Civil Rights Surveys for the years for which data are shown. (Author/MJL)

ED215630 HE014994

Pasch, Marvin; Achilles, Charles M.

Higher Education and NDN Collaboration in Staff Development: A Feasibility Study.

Pub Date Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Programs; *Cooperative Programs; *Federal Programs; Graduate Study; Higher Education; *Inservice Teacher Education; Intercollegiate Cooperation; Linking Agents; *Preservice Teacher Education; Undergraduate Study

Identifiers-*Department of Education; *National Diffusion Network

Exemplary programs disseminated through the U.S. Department of Education's National Diffusion Network (NDN) pertaining to the preservice and inservice needs of higher education institutions were addressed through a survey of NDN program personnel. Attention was focused on collaboration activities that have been planned and implemented. Interviews were conducted in 1981 with developer/demonstrator project personnel and state facilitators at the annual conference of the NDN. Findings based on 37 collaborative programs involving 54 institutions indicated that curricula with a solid theoretical basis are most suitable for collaboration, that willingness by the college is critical, that the appropriate contact at the college should have high status and interest, and that colleges should assume an equitable share of the costs of collaboration. It is suggested that the fact that undergraduate or graduate credit was granted in almost all reported activities indicates that the college has an important role in the dissemination process. Although inservice collaboration activities (33) outnumbered preservice (21) activities, both levels of activity had substantial utilization. Additionally, almost each collaborative activity was unanimously rated as successful. The state facilitators discussed ongoing and past collaborative efforts, which, although similar, also reflected the unique needs and characteristics in each state. A sample interview form is appended. (SW)

ED215747 JC820229

Parsons, Michael H.

Crossing Frontiers: Multi-College Organizational Development on a Shoestring.

Pub Date 6 Apr 82

Note-9p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Articulation (Education); Community Colleges; *Cooperative Programs; Financial Problems; *Intercollegiate Cooperation; *Interstate Programs; Postsecondary Education; Program Costs; *Regional Cooperation; Regional Planning; Regional Programs; Staff Development; State Colleges

Identifiers-Cumberland Valley; Shenandoah Valley

The pressures engendered by the scarce resources of the 1980s demand the development of new organizational designs that respond to local cultural, economic, and social needs. In the Cumberland and Shenandoah Valleys, a four-state region containing 12 postsecondary institutions, a voluntary association of colleges was formed to solve mutual and recurring problems and derive the maximum benefit from scarce funding. Initial meetings among college representatives confirmed the benefits of institutional communication and cooperation and confronted a number of important issues, including the articulation of student transfer among institutions, mutual concerns related to academic advising and educational quality, declining resources for staff development, and the special needs of older, part-time students. From these discussions solutions emerged and were implemented. For example, articulation agreements were developed to remove barriers to student transfer; a seminar on academic advising at Frostburg State College was opened to other association members; members shared information on honors programs as a response to the question of general education quality; an informal agreement was made to include personnel from member colleges in staff development activities; and the viability of residential baccalaureate programs was investigated. Plans for further joint activity exist in the areas of program review and community needs assessment. (HB)

ED215787 PS012830

Kellam, Sheppard G.; And Others

Paths Leading to Teenage Psychiatric Symptoms and Substance Use: Developmental Epidemiological Studies in Woodlawn.

Pub Date 18 Feb 82
Note-66p.; Paper presented at the Meeting of the American Psychopathological Association (New York, NY, February 25, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adolescents; Aggression; *Blacks; Cognitive Ability; *Drug Use; *Individual Characteristics; Learning Problems; Longitudinal Studies; *Mental Health; Predictor Variables; *Well Being
Identifiers-Shyness; *Social Adaptational Status; Symptoms

Early predictors of two major areas of teenage outcome -- substance use and psychiatric symptoms -- were analyzed and specific developmental paths leading to each teenage outcome were identified in this long-term, follow-up study. Substance "use" rather than "abuse" and psychiatric "symptoms" rather than "illness" were investigated. Interviews were conducted with 939 of the black mothers or mother surrogates who had participated in the 1966-67 Woodlawn study. If mothers consented, their adolescent children were approached for reassessment. A total of 705 black teenagers were reassessed. Through the use of log-linear models and chi-square tests of significance, relationships were sought between measures of first grade social adaptational status (shyness, aggressiveness, learning problems, and cognitive ability), first grade psychological well-being, teenage psychiatric symptoms, and teenage use of cigarettes, marijuana, hard liquor, and beer and wine. Results, including indications of specific paths leading to substance use and to psychiatric symptoms among Woodlawn teenagers and significant sex differences in these outcomes, are discussed. (Author/RH)

Leggett, Delia C., Comp.; Arce, Carlos H., Comp.
Chicanos in Higher Education: A Bibliography.

Michigan Univ., Ann Arbor. Survey Research Center.
Pub Date Jul 78
Note-82p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement; College Admission; Educational Needs; Educational Opportunities; Enrollment; *Higher Education; Majors (Students); *Mexican American Education; *Mexican Americans; Minority Groups; *Postsecondary Education; Professional Education; *Resource Materials; Role Perception; Student Educational Objectives; Student Financial Aid; Teacher Education
Identifiers-*Chicanos

Compiled primarily from bibliographies and reference lists from books about Chicanos in higher education and the social sciences, the bibliography cites 774 published and unpublished works concerning Chicanos in higher education, written between 1943 and 1978 (primarily the 1970's). Other sources include dissertations, journals, monographs, professional presentations, conference proceedings, government publications, reports to government agencies, personal files of educational researchers, syllabi from courses on Chicanos, and computerized bibliographic searches of the Educational Resources Information Center (ERIC) data base, the Sociological Abstracts, and the Social Science Citation Index. The authors' full names are given unless only initials were used in the original work, or the citation is an article in an edited book which already occurs as an entry. Both the order number and length of ERIC documents and dissertations are provided. Unpublished papers and reports are cited with as much information as was available. The materials cover such subjects as participation rates, academic performance, personal experiences of Chicanos in post-secondary institutions, and the roles of Chicanos as aspirants, students, faculty, and administrators in such settings as junior and community colleges, four-year colleges and universities, graduate and professional schools, and alternative Chicano schools. (NQA)

ED215964 SP019995

Biklen, Sari Knopp

Autonomy in the Lives of Women Elementary Schoolteachers.

Pub Date Mar 82
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education; *Elementary School Teachers; Females; Human Dignity; *Individual Power; Locus of Control; Mothers; Parent Teacher Cooperation; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Background; *Teacher Behavior; Teacher Persistence; Teacher Role; Teacher Stereotypes; Teaching Conditions; *Women Faculty

A qualitative study of women elementary school teachers focused on the teachers' values, attitudes towards teaching, and how they negotiated their work interest with sex role and family expectations. Formal and informal interviews with teachers, administrators, and parents were conducted over a seven month period. Three perspectives provided the basis for the research: (1) sociology of occupations, which recognizes the importance of work to self-identity; 2) symbolic interaction, a phenomenological construct that assumes that behavior is significantly affected by its setting; and (3) feminism, which, in the research context, attempts to remove men as a measure of behavior. The teachers perceived a high degree of autonomy in their work, especially as compared with practices in other schools in their district. They felt that their principal respected and trusted them. However, two limitations caused frustration and anger. Frequently, bureaucratic problems forced teachers to contrast their ideals of service and professionalism with their treatment in the school district system. The second major limitation was the behavior of parents and their image of the teachers' role, both of which, the teachers felt, threatened the teachers' authority. Two important issues in teacher behavior and attitudes that must be considered as a result of these findings are how the structure of schools affect teachers' career patterns and the hostile feelings of women teachers toward mothers of their students. (FG)

ED215983 SP020076

Inservice Education Design Model and Action Steps.

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date Jul 81
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies; Elementary Secondary Education; *Inservice Teacher Education; *Program Design; *Program Development; Program Evaluation; Staff Development; *Teacher Education Programs; Validated Programs

An inservice model for school personnel was designed and used in 181 school systems in Kentucky. The model consists of seven time-specific phases and four generic activities that apply to each of the phases. The time phases are: (1) preliminary planning; (2) needs assessment; (3) goal and objective setting; (4) task, activity, and resource determination; (5) implementation; (6) outcome evaluation; and (7) recycling. Throughout each phase, coordination, legitimation/support, evaluation/reprogramming, and decision recording activities are continuous. Action steps are delineated for each of the phases, breaking the tasks down as quality indicators for evaluation. Recommendations by the National Inservice Network (NIN), a linkage agency that exchanges information about inservice programs for regular educators of mainstreamed children, call for dissemination of the inservice model and action steps and urge its use by state and local educational planners. (FG)

ED216002 SP020168

Wiseman, Douglas C.

Medieval Sport: Quest for Survival.

Pub Date [77]

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Athletics; Competition; Futures (of Society); Greek Civilization; Moral Values; Social History; *Social Values; *Sociocultural Patterns; *Sportsmanship; *Violence; Western Civilization

Identifiers-Olympic Games

Since the Middle Ages, sport has survived because of its masochistic and sadistic components. The Greeks, who organized athletic contests into the Olympic Games in 776 B.C., emphasized the relationship between the mind and the body and fair competition, rather than putting emphasis on winning or losing. The Romans preferred the spectacle of unequal combat among gladiators, prisoners, and animals. After the fall of Rome, asceticism and scholarship thrived, and physical conditioning was important only to noblemen who were knights. Their valor and tactical skill during jousts delighted the crowds, who revelled in the violence. During the Middle Ages, the result of most sport was the infliction of injury, or even death. Although the Renaissance offered some hope of a return to the Greek ideals, dual and team contests were increasingly popular. In modern times, sports organizations have attacked the evils of unfair competition and violence in sport, and they must continue to resist the prevalent attitude that winning is everything. Violence in sport is reflected in books, movies, and in society itself. The future of sport depends on the revival of the Greek ideal of athletics. (FG)

ED215648 HE015031

Hampton, Letitia A.

The Professorship: A Portrait of Women in Academe.

Pub Date 82

Note-39p.; Paper presented at the Annual Meeting of the National Association of Women Deans, Administrators, and Counselors (Indianapolis, IN, March 31-April 3, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aspiration; Adult Development; Career Choice; *Career Ladders; *Educational Background; Family Characteristics; Females; Higher Education; Occupational Aspiration; Parent Background; *Parent Influence; *Professors; *Promotion (Occupational); Teacher Attitudes; Teaching (Occupation); *Women Faculty; Work Experience

The career paths of women full professors at a university with predominantly male faculty was studied to identify the developmental trends in their lives and to project success paths that could be contemplated by aspiring women academics. Interviews were conducted with 13 women faculty members and their vitas were analyzed. The following broad concerns were addressed: childhood and college, early professional years, career advancement, and advice for aspiring academics. Their family, marital status, and role at the university were assessed to determine how the women fit in with the organization of the university and to evaluate the influence of family responsibilities on their university careers. Commonalities in early life that might have influenced their career choice were also assessed. Among the findings are the following: 75 percent of their fathers held a white-collar position and 65 percent of their mothers worked outside the home; many delayed making final career choices until their 30's and 40's; they viewed their social status as evolving from their work rather than their families; they tended to deny credit for their own accomplishments; they chose life-styles that were primarily dedicated to a job and to advancement within that job; after finishing their doctorates, the women began to work at universities; the amount of time that lapsed between receipt of the doctorate and the promotion to full professor varied from 3 years to between 18 and 20 years; role models were found to be influential in several of the women's careers; and teaching was viewed as important and fulfilling. (SW)

ED215666 IR010098

Berkowitz, Melissa; And Others

A Formative Evaluation Plan for the Automated Instructional Management System (AIMS).

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No-ARI-RR-1279

Pub Date Jun 80

Note-133p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Computer Assisted Instruction; Computer Assisted Testing; *Computer Managed Instruction; *Evaluation Methods; *Formative Evaluation; *Instructional Development; Military Training; Models; Questionnaires

Identifiers-*Automated Instructional Management Systems

The plan described was developed to evaluate the training and cost-effectiveness of the Automated Instructional Management System (AIMS), a computer-based training and resource development system being developed by the Training and Doctrine Command (TRADOC) for possible installation in its schools and training centers. The Functional Description of the proposed AIMS was examined to identify the hardware and software packages intended for development. Stufflebeam's CIPP Model (Context, Input, Process, Product) served as the theoretical framework for the evaluation. Evaluation questions were formulated to guide the examination of the AIMS hardware/software, training management, courseware, training effectiveness, cost, and implementation/organization factors. A Milestone Chart was prepared to indicate deadlines for the evaluation activities, and a description of the staff required to implement the evaluation plan was prepared. Draft data collection instruments were devised with the caveat that revisions would be required to tailor them to the specific software packages operational at each AIMS site. A reduced version of this plan has been prepared to evaluate the AIMS test site at the U.S. Army Field Artillery School, Ft. Sill, Oklahoma. Six references are listed, and copies of the data collection instruments are attached. (Author/LLS)

ED215688 IR010168

Cremmins, Ed; Trachtman, Marji

Use of Information Science Techniques by a Philosopher at Large.

Pub Date May 81

Note-10p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (Durango, CO; May 1981). Best available copy.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Annotated Bibliographies; Cataloging; *Classification; Guides; Indexes; *Indexing; *Information Science; *Philosophy; Subject Index Terms

Identifiers-*Adler (Mortimer J); Knowledge

This paper recounts the use of the information science techniques of subject indexing and annotation in the extensive writings and publications of the philosopher Mortimer J. Adler. A content analysis of Adler's "intellectual autobiography" is described, Adler's efforts as an indexer are reviewed, and some of Adler's thoughts on the practice of indexing are summarized. Adler's preparation and use of annotated bibliographies are also discussed. The relationships between some of the ideas presented in Adler's "How to Read a Book" and certain basic information science concepts and practices are briefly traced. An 8-item reference list and an information science subject index to Adler's "Philosopher at Large: An Intellectual Autobiography" accompany the text. (JL)

California Community Colleges Independent Study: A Report to the Legislature.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 30 Jun 81
Note-44p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Persistence; *Audiovisual Instruction; *Community Colleges; Educational Finance; Educational Legislation; Educational Radio; *Enrollment Trends; *Independent Study; Nontraditional Education; *Program Costs; *State Legislation; Telecourses; Two Year Colleges
Identifiers-*California

In response to legislative mandate, a study was undertaken to determine the effects of new independent study legislation on California's community colleges. All colleges that participated in Coordinated Instruction System (CIS) or Independent Study (IS) programs were asked to provide financial information for the period July 1, 1979 to June 30, 1980 and to report on the number and types of CIS/IS courses offered and the number of enrollments and completions in these courses in fall 1979 and spring 1980. Responses from 50 colleges (80% of those involved in CIS/IS) revealed the following: (1) the number of districts participating in CIS/IS has declined since 1975-76, with a significant decline in 1979-80 under the new legislation; (2) independent study as a percentage of total current costs of education fell from 1.05% in 1975-76 to 0.41% in 1979-80; (3) CIS/IS offerings were almost evenly divided among science, humanities, social science, and vocational/technical courses; and (4) retention rates in CIS/IS were slightly lower than for courses in the general curriculum and were lowest in television courses. Recommendations based on the study include the extension of CIS/IS to cover all credit courses for the associate degree and more detailed accounting of costs and retention rates. The study report includes a history of CIS/IS in California, a summary of statutes and regulations governing CIS/IS, a description of types of CIS/IS, copies of relevant laws and survey materials. (HB)

ED215807 RC013303

Horn, Jerry G.

Excellence through Creative Recruitment and Retention of Staff for Rural and Small Schools.

Pub Date 3 May 82

Note-9p.; Paper presented at the Rural Education Seminar, "Ensuring Excellence in Education for Rural America" (Washington, DC, May 3-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Faculty Recruitment; *Labor Turnover; Professional Education; *Rural Schools; *Small Schools; Teacher Persistence

Identifiers-*Excellence (Quality); Isolation (Professional)

There is not any one thing or any one group that can solve all the problems involved in staffing rural and small schools. It is quite common to find a bimodel distribution of teaching faculty in rural and small schools--those with less than 3 years and those with more than 10 years of experience. It could be inferred that either recruitment strategies and hiring criteria are inappropriate, or there are factors that cause a sizable group to leave teaching in that district in the early years of their career. While the problems are not unique to rural schools, even one unfilled position in a rural school has a rather dramatic effect on the educational program and young people in that school. There are many intervening factors and little research in the area. These suggestions could help: a national and state priority for development of qualified teachers for all schools should be established; teacher training institutions should establish identifiable programs for rural teaching; the profession should accept its responsibility for providing services to students regardless of their location; networks of persons in all job categories should be developed to reduce the feeling of professional isolation among rural and small school teachers. (BRR)

ED215864 SE037048

Becht, P. A.; Gadsden, T., Jr.

Aviology: A Report of a Research Study in Aviation Science. Research Monograph No. 29.

Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date 78
Note-37p.; May not reproduce well, contains light type.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aerospace Education; Air Transportation; Aviation Technology; Career Awareness; *Curriculum Development; High Schools; *Program Descriptions; *Program Evaluation; *Science Curriculum; Science Education; Science Instruction; *Secondary School Science
Identifiers-*Aviation Education

A program description and evaluation for a high school course in aviology is presented. The curriculum, originally taught at the Laboratory School at the University of Florida, was designed to: (1) use aviation as a motivator for science; (2) present an overview of aviation; (3) help students see their role in the future of aviation; (4) provide an opportunity to fly a light aircraft; (5) make students aware of aviation career opportunities; and (6) allow students to take the Federal Aviation Administration (FAA) Private Pilot Written Examination. Part I discusses the five schools involved in this program, program goals and extent to which they were met, and the original and revised curriculum outlines. Part II summarizes the evaluation based upon four instruments: Any School Subject Attitude Test, the FAA Private Pilot Written Exam or the Sanderson Final Exam for the Sanderson Aviation Fundamentals Course, a student questionnaire, and a state high school student survey. Results indicate that students' attitudes were generally positive. Scores on the FAA and Sanderson exams were mixed, reflecting differences in teaching styles and course emphasis. Students thought aviation was worthwhile, and that flying was fun, exciting, and important. They wanted more flying, field trips, films, and time using the simulator. (DC)

ED215886 SE037080

Falmagne, Rachel Joffe; And Others

Analysis of the Development of Propositional Reasoning. Final Report.

Clark Univ., Worcester, Mass.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 81
Grant-SED-78-22294
Note-73p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cognitive Development; Cognitive Processes; Educational Research; Elementary Secondary Education; *Geometry; Learning Theories; Logic; *Mathematical Logic; *Mathematics Education; *Mathematics Instruction; Problem Solving
Identifiers-*Mathematics Education Research

This document focuses on a series of studies that viewed aspects of conditional reasoning. The investigations were concerned with the processes children use to acquire patterns of deductive inference and logical relationships pertaining to propositional reasoning. The first experiment, involving 96 children each in grades 2 and 5, investigated the ability of children to construct a formal representation of a Modus Tollens inference. A follow-up experiment and a pilot study dealing with acquisition of patterns of deductive inference are also discussed in the first of the document's three major sections. Section two focuses on effects of content on reasoning, with three experiments described. The last major section of the report looks at an experiment in geometry instruction that involved two phases, one devoted to teaching deductive reasoning processes and one concerning direct instruction in formal geometry. The document ends with concluding remarks reviewing implications of all the research noted. (MP)

ED215907 SE037371

Standiford, Sally N.; And Others

Decimal Fraction Arithmetic: Logical Error Analysis and Its Validation.

Illinois Univ., Urbana. Computer-Based Education Research Lab.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-CERL-RR-82-1-NIE
Pub Date Feb 82
Grant-NIE-G-81-0002
Note-39p.
Available from-Kikumi Tatsuoka, 103 S. Mathews, 252 ERL (Education Research Lab) University of Illinois at Urbana-Champaign, Urbana, IL 61801.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decimal Fractions; Educational Research; Elementary Secondary Education; *Error Patterns; Junior High School Students; *Learning Problems; *Mathematics Education; *Quantitative Tests
Identifiers-*Mathematics Education Research

This report illustrates procedures of item construction for addition and subtraction examples involving decimal fractions. Using a procedural network of skills required to solve such examples, an item characteristic matrix of skills analysis was developed to describe the characteristics of the content domain by projected student difficulties. Then 24-item tests were constructed for addition and subtraction with decimals. Pre- and posttest versions of each were administered to more than 100 junior high school students. After the pretest, each student was provided with some remediation geared to the particular "bugs" (persistent errors); then the posttest was given. A prediction of item dominance based on test characteristics is compared with item dominance determined from an item relational structure analysis of the data. (MNS)

ED215927 SO014003

Mukuna, Kazadi wa

African Children's Songs for American Elementary Children. Resources for Teaching and Research in African Studies, Number 2.

Michigan State Univ., East Lansing. African Studies Center.; Michigan State Univ., East Lansing. Dept. of Music.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.

Pub Date 79

Note-50p.; Soundsheet not available from EDRS.

Available from-African Studies Center, 100 International Center, Michigan State University, East Lansing, MI 48824 ($6.50, soundsheet also available separately at a cost of $1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*African Culture; *Cross Cultural Studies; Elementary Education; Music Activities; Musical Instruments; Music Appreciation; *Music Education

Identifiers-*Songs; Zaire

Intended for use by elementary teachers, this publication contains the music for ten songs from the Luba in the Kasai and Shaba regions of Zaire. The songs provide a means for young people to enjoy and to appreciate the musical heritage of Africa as a part of their more general understanding of music from around the world. The songs included are easy to learn and have been well-tested in classrooms and workshops. Text translations and music scores are provided. Teaching procedures are organized into steps to facilitate flexibility in teaching by rote. Phonetic pronunciation of works and rhythmic patterns are provided for some songs. Although each lesson plan suggests the use of an accompanying soundsheet, whether to use it or not is left to the teacher's discretion. The last several pages of the publication contain directions for making African rhythm instruments: a bottle cap instrument, rattles, rhythm sticks, and clappers. (Author/RM)

ED215946 SO014045

Saad, Geti, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 15, No. 1. Period Covered January-March, 1981.

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No-TT-81-53414/1

Pub Date 81

Note-47p.; Not available from EDRS in paper copy due to poor reproducibility of original document. For a related document, see ED 211 448.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies; Childrens Literature; *Comparative Education; Educational Administration; Educational Objectives; Educational Planning; *Educational Practices; Elementary Secondary Education; Females; *Foreign Countries; Higher Education; Libraries; Literacy; Medical Education; Professional Education; Psychology; Second Language Instruction; Teacher Education; Teaching Methods; Technical Education; Tests

Identifiers-*Pakistan

This annotated listing cites journal articles, newspaper articles, monographs, and government publications dealing with education in Pakistan. Items cited were published between January and March 1981. The listing is organized by subject area. Subjects include: administration, organization and planning of education; curriculum; educational goals; educational planning; educational reforms; elementary, secondary, and higher education; examinations; libraries; literacy; children's literature; medical education; professional education; psychology; students' problems; teacher education; teachers; teaching methods; technical education; textbooks; women's education; and the teaching of languages. The publication concludes with an index of writers. (RM)

ED216024 TM820172

McCarthy, Dennis P.; And Others

Increasing School Effectiveness through School-Based Evaluation.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Collection; Evaluation; Evaluation Methods; *Formative Evaluation; *Needs Assessment; *Schools

Identifiers-New York City Board of Education; School Effectiveness; School Improvement Project (New York City)

The School Improvement Project (SIP) and Local School Development Project are two school-based constituency planning programs. The Documentation Unit is responsible for ongoing documentation and evaluation of them. The goals of the unit included holistic school assessment, development of school based needs assessment and evaluation activities, and ability of SIP staff and school planning committees to continue evaluation activities independently after the Documentation Unit ceased to exist. The comprehensive needs assessment consisted of school profiles, school effectiveness survey data, and building and grounds observation assessment. A school committee could apply the assessment procedures with limited or no outside assistance. However, the assistance of an outside evaluator has several advantages. These include greater objectivity and neutrality, more openness from staff in interview responses, and less of a time burden on school staff for data collection and analysis. Bi-weekly progress reports were designed to monitor the ongoing implementation of each component of the school plan.

The three components of the annual evaluation of the SIP were an update of school profiles, reassessment of the school along five school effectiveness factors, and assessment of the planning process and success of individual plan components. (DWH)

ED216065 UD022239

Madhere, Serge; Azumi, Jann

Differential Effects of Organizational Processes on High and Low Achieving Students.

Pub Date Mar 82
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; *Administrator Characteristics; Educational Environment; Educationally Disadvantaged; Educational Needs; *Educational Practices; Elementary Education; Elementary School Students; High Achievement; *Job Performance; *Leadership Styles; *Student Development

Pupils, teachers, and principals in urban elementary schools were interviewed to determine how administrative leadership styles and types of feedback mechanisms affect the academic achievement of two groups of pupils: those enrolled in Title I remedial reading programs, and those enrolled in the regular curriculum. Two components of administrative leadership were investigated: a principal's concern for group/person maintenance, as demonstrated in his ability to consider teachers' opinions and needs in decision making; and his emphasis on task, determined by his familiarity with classrooms and clasroom strategies. The types of feedback mechanisms were the degree to which teachers monitored pupils' work and progress, and the school's concern for pupil socialization and development. It was found that while a task oriented principal might seek to influence educational processes more systematically than a person oriented principal, the latter was more likely to elicit stronger response or commitment. Children with remedial needs were observed to respond to school management practices oriented toward social integration (group maintenance and pupil socialization), while children in the regular curriculum were found to respond better to practices oriented toward academic intensity (task orientation and classwork monitoring). The results suggest that improving academic achievement requires the use of different methods among different groups of pupils. (MJL)

ED216085 UD022271

Kim, Jean

Development of Asian American Identity: An Exploratory Study of Japanese American Women.

Pub Date [Oct 81]

Note-52p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Acculturation; *Asian Americans; Cultural Differences; Cultural Influences; *Culture Conflict; *Ethnicity; Females; *Identification (Psychology); Japanese Americans; Peer Influence; Political Influences; Racial Bias; *Self Concept; *Social Influences; Social Isolation

Interviews with Japanese American women revealed that they developed an Asian American identity by resolving initial identity conflicts, and that the process occurred in five stages. In the first stage, the individuals' interaction with family and friends led to ethnic awareness, or a consciousness of their Japanese descent. In the second stage, contact with white society resulted in a sense of being different from peers, of alienation from self and from other Asian Americans, and of identification with whites. In the third stage, which coincided with the sociopolitical movements of the 1960s and the 1970s, the Asian Americans developed sociopolitical consciousness, a new awareness of themselves and of their rights as minorities, and a feeling of alienation from whites. The fourth stage involved the redirection of experiences toward Asian American consciousness and the gradual emergence of an Asian American identity. The fifth stage was characterized by the women's ability to relate to different groups of people without losing their identity as Asian Americans. Interaction with the social environment influenced the identity development process: in general, women who grew up in predominantly non-white, racially mixed neighborhoods had less painful experiences with identity conflict than those who grew up in predominantly white neighborhoods. (MJL)

ED215631 HE014995

Zirkel, Perry A.

Outcomes Analysis of Court Decisions Concerning Faculty Employment.

Pub Date Mar 82
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes; *College Faculty; *Court Litigation; Due Process; Employment Practices; *Faculty College Relationship; Higher Education; *Legal Responsibility; Questionnaires; *Teacher Dismissal; Teacher Employment; Tenure; Trend Analysis

The outcomes of court decisions concerning faculty employment (e.g., nonrenewal and termination) during 1976-80 were evaluated, along with the level of knowledge among college and university officials about these judicial developments. The primary data source is the "Yearbook of Higher Education Law"; the secondary data source was a sample of 97 college and university officials from the southeast United States. Court decisions reported in four "Yearbooks" were classified according to the outcome of the case, status of the plaintiff, action by the institution, and legal basis of the suit. The 97 officials, who attended a 1981 conference on Higher Education and the Law, were administered an awareness questionnaire concerning judicial developments. Contrary to the common expectation of the administrator respondents, there has not been a dramatic growth of faculty employment decisions during the past five years. The overall level of cases has remained approximately the same. The total number of decisions averages about 40 to 45 per year. When the 40 inconclusive decisions are not considered, the overall results favor the defendant-institutions over the faculty-plaintiffs by over a 4-to-1 ratio. The respondents were evenly divided between those perceiving that the faculty had won and those perceiving that the institution had won the majority of cases. Approximately 40 percent of the decisions were based on nonrenewal and termination. The most frequent basis was procedural due process, based on the Fourteenth Amendment. A sample questionnaire is appended. (SW)

ED215729 JC820200

Strain, Judith A.

Development of an Articulation Handbook.

Butler County Community Coll., El Dorado, KS.

Pub Date 11 May 82

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Articulation (Education); College Credits; *College Transfer Students; Community Colleges; *Educational Counseling; Guidance Programs; *Intercollegiate Cooperation; *Orientation Materials; Postsecondary Education; Program Descriptions; State Universities; Two Year Colleges

Identifiers-Kansas

Although the completion of an associate degree at a public community college in Kansas fulfills the lower division requirements for universities in the state, transfer students frequently encounter deficits in requirements for specific baccalaureate degrees and/or programs due to the lack of program integration and problems of transferability of credit. At Butler County Community College (BCCC), a project was developed to clarify some of these problems and to alleviate student fears. First, a contact person was located at each of the state-supported universities to serve as a communications link with BCCC project staff. Next, a complete evaluation by the universities of BCCC catalog listings was requested. Then, program sheets were prepared listing university program requirements and BCCC equivalencies, and copies were sent to the university contact person for correction and approval. Additionally, contacts were asked for general information on transfer requirements and admissions procedures. Finally, the information and program sheets were compiled in a notebook and distributed to appropriate advisors and administrators, as well as made available to students and high school counselors. Although several difficulties were encountered in establishing communications and preparing the program sheets, the project has great potential for helping students reach specific goals and for recruitment. Sample program sheets are included. (HB)

ED215748 JC820230

Simpson, William M.

The Small/Rural Community College's Role in Enhancing the Fine Arts.

Pub Date 6 Apr 82

Note-13p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization; Art Activities; College Role; Community Colleges; *Community Involvement; *Community Services; Community Support; *Cultural Activities; *Cultural Enrichment; Financial Support; *Fine Arts; Program Descriptions; Rural Areas; Two Year Colleges

Identifiers-*Black Hawk College IL

A key mission of the community college is to provide service and education to the community. One important facet of community service, especially in rural areas, is the provision of artistic and cultural programs to enhance the quality of life. Toward this end, Black Hawk College has worked to promote the fine arts by offering citizens the opportunity to enjoy and/or participate in drama, music, and art through the establishment of a Community Arts Program. The program was created through cooperation between the college and local residents, and currently over 1,600 people a year participate in activities including a college-community choir, a college-community dinner theater, performances by touring theater groups and artists, exhibits of local and state artists, and an arts workshop for children. The organizational structure of the program is designed to incorporate many people and share responsibility among advisory committee members, program coordinators, community volunteers, and support personnel from the college. The program is self-supporting with revenues coming from ticket sales and grants from the Illinois Arts Council and a local trust fund. The arts program is an example of a working symbiosis between college and community, with the college providing facilities, management, and stability, and the community supplying talent, people, funds, and interest. By-laws for the Community Arts Program are appended. (HB)

ED215767 PS012809

Williams, Jean M.

An Exploratory Look at Alienation in Elementary School Children.

Pub Date 7 Oct 81
Note-29p.; Paper presented at Midwestern Regional Conference on Qualitative Research on Education (October 16-17, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Environment; Classroom Research; *Classroom Techniques; Elementary Education; *Elementary School Students; *Instructional Improvement; Longitudinal Studies; Open Education; Outcomes of Education; *Program Evaluation; Research Methodology; *Student Alienation; Student Attitudes; Student Motivation; Student Responsibility; Teacher Role

The ongoing work life of four classes of elementary school children from relatively affluent families was examined for approximately 2 years by a participant observer/classroom teacher in an attempt to identify possible causes of student alienation, i.e., negative, unproductive or disruptive behaviors. Examples of such behaviors include hostility, rebelliousness, passivity, withdrawal, lack of a sense of responsibility for learning and getting work done, work of poor quality, disinterest, and a lack of involvement and initiative. In addition to observing the structure and organization of classroom behavior in relationship to the students' working conditions, several techniques were used to find out what the children were thinking and feeling about learning and goals. These methods were Developing Understanding of Self and Others, Values Clarification Lessons, Goldfish Bowl Discussions, Self Awareness Units, and Glasser Circle Discussions. Following the collection of data, two more years were spent designing, implementing, and evaluating a less alienating curriculum and classroom organization. An additional year was spent organizing the data, reading, theorizing and formally describing the results of the study. This presentation provides (1) background information related to the study, (2) selections from the data which illustrate how the core themes of the analysis evolved, (3) a discussion of the use of the theory of alienation, and (4) a description of how the "experimental" classroom was implemented and evaluated. Outcomes of the classroom intervention are described. (Author/RH)

ED215788 PS012833

Sparling, Joseph, Ed.; And Others

Health of Children in Day Care, Volume I: A Regional Health Care/Day Care Workshop. Content Report of a 1978 Workshop.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency-Bureau of Community Health Services (DHHS/PHS), Rockville, Md.

Pub Date 78

Note-40p.; For related document, see PS 012 834.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Child Development; College Curriculum; *Cooperation; *Day Care; Early Childhood Education; *Health Services; Legal Responsibility; Medical Consultants; Program Implementation; Recordkeeping; Resources; Workshops

Identifiers-North Carolina

Workshop sessions focusing on the issue of collaboration between health care services and day care services are documented in this report. The keynote address elaborates the thesis that day care programs should provide therapeutic care, particularly primary health care for ill children and staff, and assistance in obtaining secondary care. In subsequent panel discussions a college level course on health in early childhood education is described, a day care center's policy for providing health care is outlined, the role of the consulting physician is discussed, and ways of utilizing a family or pediatric nurse practitioner are suggested. Small group presentations focused on dramatizing a problematic interaction between day care and health professionals, how to recognize and respond appropriately to developmental lag, how to use a medical record, and legal implications of health care for children in day care, including parental consent and child neglect and abuse. A report of a small group discussion provides a list of local resources for and barriers to providing health care services in day care centers. The concluding address briefly describes concerns and actions of the North Carolina Department of Human Resources in meeting the health needs of children in day care. (Author/RH)

ED215827 RC013329

Toro, Leonor; Pla, Myrna

Eventos de Mayo (May Events).

Connecticut State Migratory Children's Program, New Haven.
Spons Agency-Hamden-New Haven Cooperative Education Center, Conn.
Pub Date May 82
Note-67p.; For related document, see ED 212 394-395.
Available from-Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517-2497.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Leaders; *Cultural Activities; *Cultural Background; Elementary Education; Hispanic Americans; Instructional Materials; *Learning Activities; *Migrant Education; Poetry; Puerto Rican Culture; *Puerto Ricans
Identifiers-*Holidays

Designed as a resource for teachers, this booklet, written in Spanish, contains brief information on seven May events: La Semana de la Educacion (first Friday in May), Harry S. Truman (May 8), Dia de las Madres (second Sunday in May), Luis Llorens Torres (May 14), La Cruz Roja (May 21), John F. Kennedy (May 29), and El Dia De Conmemoracion (May 30). Following an historical overview of "La Semana de la Educacion" are a poem about Rafael Cordero and some quotations on the value of education by Eugenio Maria de Hostos, Luis Munoz Rivera, Candido Oliveras, Luis Munoz Marin, John Dewey, Miguel de Unamuno, and Jaime Benitez. The origins of the Red Cross (La Cruz Roja) and Memorial Day (Dia de Conmemoracion) are briefly discussed. Biographical sketches of Harry S. Truman, Luis Llorens Torres, Clara Barton, and John F. Kennedy provide information on their education and major accomplishments. The origin of Mother's Day in the United States and in Puerto Rico is discussed and 10 poems, 1 song with words and music, and 6 suggested activities for celebrating Mother's Day are provided. Seven poems by Luis Llorens Torres, seven suggested activities, and four patterns for Mother's Day cards are included. (NQA)

ED215845 RC013351

Moreno, Rosa Maria

Mental Health Planning in Texas: The Impact on Mexican American Service Needs.

Intercultural Development Research Association, San Antonio, Tex.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date 82
Grant-MH-31212-02
Note-93p.; For related documents, see RC 013 347-350.
Available from-Intercultural Development Research Assoc., 5835 Callaghan, Suite 350, San Antonio, Texas 78228 ($9.95).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agency Cooperation; *Citizen Participation; Community Involvement; Content Analysis; *Mental Health Clinics; *Mexican Americans; Models; *Organizational Effectiveness; *Planning; Policy Formation; *Public Health; Public Health Legislation; Staff Role; Statewide Planning
Identifiers-Community Mental Health Centers; Connecticut; New Mexico; *Texas

Focusing on the role and process of planning in the delivery of mental health services to the Mexican American community in Texas, this monograph examines the nature, context and purpose of planning; analyzes the interplay between federal and state mandates for planning; and assesses the status of current community mental health centers' (CMHCs) planning activites. A study of selected CMHCs and their respective planning systems examines their planning policy, structure, nature of planning, and relationship to other planning functions. A synopsis of the planning process at the Bexar County and Tarrant County CMHCs is provided. The following topics are discussed: culturally relevant service delivery; role of planners; a participatory model of planning; state plan requirements of Public Law 94-63; national guidelines regarding planning; the Connecticut and New Mexico mental health authorities' state planning activities; Texas' dynamic planning process; state planning and its relationship to service delivery to Mexican Americans in Texas; and the scope and level of citizen participation in planning, particularly Mexican American input into the process. The future development and impact of mental health planning is evaluated in light of current and potential changes in the community mental health system of Texas and the nation. (NQA)

ED215984 SP020116

Willis, Joe D.; Layne, Benjamin H.

Perceived Competitiveness, Skill, and Scores on the Sports Attitudes Inventory.

Pub Date 82

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Need; *Athletes; *Athletic Coaches; Competition; Failure; Females; Goal Orientation; High Schools; High School Students; Motivation; Performance Factors; Physical Education; *Physical Fitness; *Predictor Variables; Psychomotor Skills; Self Concept; *Self Evaluation (Individuals); Student Evaluation

Identifiers-Sports Attitudes Inventory

It was hypothesized that motivation (power, achievement, or fear of failure) scores would be important variables in predicting coaches' and students' ratings of competitiveness and skill. Female high school students in basketball, tennis, and track and field used a self-peer measurement technique to rate competitiveness and skill. Coaches' ratings of student competitiveness and skill were also obtained. For both criterion variables, coaches' skill rating was found to be the best predictor variable. Self-peer rating was an important predictor of self-peer competitiveness rating but was not a strong predictor of coaches' rating of competitiveness. Of the motive scales, power contributed most significantly to the prediction of both criterion variables. Fear of failure was a good predictor variable for coaches' ratings of competitiveness but was not a good predictor of self-peer rating. The achievement motive was not a good predictor of either criterion. These results are consistent with a previous study of male university athletes. Discrepancies were found in both studies between athletes' self perceptions and coaches' perceptions of competitiveness and skill. (FG)

ED216003 SP020170

Teacher Corps: A Collection of Abstracts. A Program to Improve Educational Personnel Development and to Strengthen Educational Opportunities in Low-Income Schools. (1965-1982).

Department of Education, Washington, D.C. Teacher Corps.
Pub Date May 82
Note-432p.
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Annotated Bibliographies; Disadvantaged Schools; *Educational Practices; *Educational Research; Elementary Secondary Education; Federal Programs; *Instructional Innovation; Research and Development Centers; *Staff Development; *Teacher Education
Identifiers-*Teacher Corps

Abstracts of documents published by Teacher Corps projects and of documents concerning Teacher Corps practices and procedures were culled from the ERIC database for this computer-generated bibliography. It lists, alphabetically by title, 637 documents announced in Resources in Education (RIE) between 1965 and 1982. Information given for each document includes: (1) ERIC accession number; (2) title; (3) author; (4) institutional and sponsoring agencies; (5) publication date and pagination; (6) document availability information; (7) type of document; (8) date of appearance in RIE; (9) geographic source; and (10) an abstract of the document's contents. The bibliography contains conference papers, research reports, project descriptions, position papers, reference works, curriculum guides, teacher and administrator guides, and test and evaluation instruments. (FG)

ED216045 TM820212

Stecher, Brian M.; And Others

Patterns of Information Use in School Level Decision Making.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-CSE-160
Pub Date Dec 81
Note-197p.; Appendix E, Coding Form, marginally legible due to faint print.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Administrator Attitudes; *Administrators; *Decision Making; Elementary Secondary Education; *Information Utilization; Interviews; Principals
Identifiers-*Evaluation Utilization

The user Interview Study was designed to obtain a better understanding of the significant areas of school decision-making, to ascertain the relative importance of evaluation in these school decisions, and to determine what role might realistically be projected for evaluation.

Topic-centered interviews focusing on "significant occurrences" were conducted with three administrators from each school receiving Title I funding in a large urban school district. The most commonly described occurrences involved general issues of curriculum and instruction, and over half were reactions to federal, state, and district actions or to community changes. School decision makers did not frequently rely upon evaluation when they made decisions. Instead, they acted most heavily on the basis of personal belief and opinion. Beyond these general statements, definable patterns of behavior or interaction were found to be applicable only for particular circumstances. (Author/BW)

ED215689 IR010169

Lynch, Eugene A.

A Survey of School Library Participation in Cooperative Activities in Southeastern Connecticut.

Pub Date 29 Oct 81

Note-32p.; Paper presented at the Annual Convention of the Connecticut Educational Media Association (New Haven, CT, October 29, 1981). Best available copy.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Budgets; Delivery Systems; Interlibrary Loans; *Learning Resources Centers; Library Collections; *Library Cooperation; *Library Networks; Library Personnel; Library Surveys; Media Specialists; Questionnaires; *School Libraries; Secondary Education

Identifiers-*Connecticut

This survey of 22 secondary school libraries in southeastern Connecticut, conducted to determine the extent of school cooperation in cooperative library activities, quantified the schools which have the tools of interlibrary cooperation (union lists, directories, etc.) and identified the number of schools which engaged in specific regional cooperative activities. The survey also identified the perceived obstacles to cooperation, and indicated the importance of a delivery apparatus for interlibrary loan and a telephone in the media center. Several factors were analyzed as obstacles to library cooperation: (1) lack of staff time to coordinate activities, (2) board of education policy, (3) size of collections, (4) size of book budget, and (5) concern that the school would be accountable for lost materials. There seemed to be no direct relationship between any of the perceived obstacles and a school library's ability to engage in cooperative library activity. It is suggested that the attitudes of the individual library media specialists and their willingness to cooperate are the key factors in a school's ability to engage in cooperative activities. An 18-item reference list, six data tables, and a copy of the survey instrument accompany the text. (Author/JL)

ED215808 RC013304

Baskerville, Roger A.

To Be or Not to Be: It's "Still" a Question of Attitude.

Pub Date 3 May 82

Note-20p.; Paper presented at the Rural Education Seminar: "Ensuring Excellence in Education for Rural America" (Washington, DC, May 3-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change; Change Strategies; *Declining Enrollment; Elementary Secondary Education; *Futures (of Society); Influences; *News Media; *Rural Areas; Rural Education; *Small Schools

Identifiers-*Iowa

Attitudes expressed in Iowa's news media recently show a change of attitude from an urban or metropolitan slant to a more pro-rural, pro-agrarian point of view. Iowa's major daily news medium is now saying that the state's character, culture, economy, values, beliefs, and social attitudes are in jeopardy, and Iowans should have the moral and futuristic obligation to concern themselves with the total decline facing the entire state: the decline of small farms; the decline of small communities; the decline of small schools; and the rapid and increasing outmigration of younger citizens. Solutions to the problems are hard to achieve. The concept of "wither and die" expressed in the media is accepted by people and becomes a directive not only of impending doom, but of inevitability. Even where optimism exists, the question remains, when does an institution's student enrollment become too small to carry an adequate education (curricular as well as extra-curricular)? Some small schools are meeting the challenge by sharing facilities and programs. Additional assistance could come in (1) passing legislation establishing a minimum number of attendance hours rather than attendance days, (2) training teachers for working in rural areas, and (3) promoting the agrarian lifestyle to rural students. (BRR)

ED215965 SP020011

Tamashiro, Roy T.; And Others

Evaluating the Impact of New Priorities in Teacher Education.

Pub Date Feb 82
Note-35p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Change; Cooperating Teachers; Core Curriculum; Educational Trends; *Essay Tests; *Field Experience Programs; Grading; Higher Education; *Multicultural Education; *Preservice Teacher Education; *Student Attitudes; Teacher Attitudes; Urban Education

The results of three evaluation studies, which examined the impact of new program priorities in teacher education programs, are discussed. Program priorities evaluated by these studies were: (1) larger and earlier doses of field and clinical experiences in preservice teacher education; (2) preparation of teachers to work effectively in multicultural settings; and (3) coordination and/or standardization of preservice learning experiences. The first study, which explored the trend toward more field and clinical experiences in preservice programs, surveyed cooperating teachers involved with a core program for sophomore teacher candidates. Results suggested that cooperating teachers believe that more practice is better for prospective teachers. Cooperating teachers also endorsed the idea that these field experiences should be structured and well supervised. The second study examined the attitudinal changes in teacher candidates who participated in a program which included a multicultural emphasis and urban and suburban placements. These settings provided school populations of diverse cultural backgrounds. Responses to a pre- and post-experience questionnaire indicated that teacher candidates had a slight increase to more favorable attitudes toward inner city experiences. It is tentatively concluded that significant changes in attitudes develop slowly. The third study evaluated whether instructors in two teacher preparation courses graded common essay tests consistently. Instructors graded essays of students in their own and other teachers' sections. Wide discrepancies were found in the grading despite explicitly outlined grading criteria. It is suggested that risks of inconsistently graded essay tests pose a threat to their integrity as exit examinations. (JD)

ED215649 HE015033

Wilson, JoAnn

A Study of the Relationship between Postsecondary Education and Economic Development in Selected States.

Arizona Commission for Postsecondary Education, Phoenix.; Arizona State Dept. of Economic Planning and Development, Phoenix.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date Sep 81
Note-84p.; Attachments A and B were removed prior to receipt by ERIC.
Available from-Arizona Commission for Postsecondary Education, 1937 West Jefferson, Phoenix, AZ 85009.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Role; Community Colleges; *Economic Development; *Education Work Relationship; Government School Relationship; Industry; *Labor Force Development; Occupations; *Postsecondary Education; Private Colleges; Program Descriptions; *School Business Relationship; State Colleges; *State Programs; Technical Institutes; Two Year Colleges
Identifiers-California; Colorado; Connecticut; Georgia; Louisiana; Minnesota; Nevada; New Mexico; New York; North Carolina; Ohio; Oklahoma; Oregon; South Carolina; Texas; Wisconsin

The organizational and working relationships between postsecondary education and economic development in selected states were investigated, with emphasis on identifying state-level coordinated programs in 12 geographically diverse states known to be active in linking education to economic development (Colorado, Connecticut, Georgia, Louisiana, Minnesota, New York, North Carolina, Ohio, Oklahoma, Oregon, South Carolina, and Wisconsin). States neighboring Arizona (California, Nevada, New Mexico, Texas, and Utah) were also evaluated. Letters requesting information from state agencies preceded telephone follow-ups. It was found that most of the states utilize postsecondary education to some extent in their state-level development strategies. Only two states (Nevada and Oregon) seem to rely chiefly on local efforts to link postsecondary education to economic development. The remaining states offer state-level coordinated programs that are discussed under the following headings: title, history, program description, administrative structure, staff size, funding, average cost per trainee, agency links, and the comparative role of Comprehensive Employment and Training Act (CETA) programs. None of the states had a comprehensive program linking economic development with all sectors of postsecondary education. Typically, state-sponsored training was provided by the public sub-baccalaureate sectors for entry-level jobs. Only three states made use of their public colleges and universities and in only one was private postsecondary trade and technical schools utilized. No truly comprehensive program was identified and no state had designated a single source of occupational training information. For each of the 16 states, information is presented on program history, services, structure, and other program areas. (Author/SW)

ED215667 IR010102

Lloyd-Kolkin, Donna

Critical Television Viewing Skills Curriculum. Final Report (October 1, 1978-September 30, 1979).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 10 Oct 79

Contract No-300-78-0495

Note-295p.; For related documents, see IR 010 103-107. Best copy available.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Curriculum Development; *Evaluative Thinking; Formative Evaluation; Guides; High School Students; Inservice Teacher Education; *Instructional Development; Instructional Materials; Marketing; Parent Participation; Secondary Education; *Skill Development; Television Curriculum; *Television Viewing; Workshops

Identifiers-*Critical Television Viewing Skills Project

This report describes activities undertaken during Phase I of a two-year project sponsored by the U.S. Office of Education to prepare, evaluate, and distribute a print-based curriculum which will encourage the development of critical television viewing skills in teenagers, and to develop television viewing skills guides and workshops for parents and educators. Organized according to the five major tasks proposed for the first phase, the report contains sections on: (1) curriculum development, including discussions of preliminary activities, materials development, and materials revision; (2) evaluation and field-testing of the curriculum, with a consideration of the formative evaluation plan prepared for the project by the Educational Testing Service (ETS); (3) planning for the printing and distribution of the curriculum materials; (4) development of television viewing workshops for parents and teachers; and (5) management and reporting during the project. Among the many items appended are bibliographies on critical television viewing skills for teachers, parents, and students; a filmography on critical television viewing; the ETS evaluation plan; press releases and press clippings relating to the project; and materials for teachers and parents from a television viewing workshop held in Flint, Michigan. (Author/JL)

ED215711 JC820033

Baltzer, Jan A.

Alternative Delivery Systems: A Potential Partnership for Education and Public Broadcasting.

Pub Date 13 Oct 81

Note-14p.; Paper presented at the Conference of the Western Educational Society for Telecommunications (Reno, NV, October 13, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Broadcast Industry; Cable Television; *College Planning; Community Colleges; *Cooperative Programs; *Delivery Systems; *Educational Technology; Postsecondary Education; Technological Advancement; *Telecommunications; Two Year Colleges; Video Equipment

If educators and public broadcasters are to realize their potential for providing high quality educational and cultural material to the public, they must be aware of current and upcoming technologies and work in concert to achieve their goals. Several alternative delivery systems are currently available to help educators and broadcasters expand their clientele and lay the basis for alliances among broadcast facilities, government agencies, and educational institutions. These include: (1) Instructional Television Fixed Services, a special type of narrowcast television which can transmit up to four channels to predetermined reception points; (2) cable television, which has potential for in-school instruction, professional accreditation courses, and two-way capabilities; (3) slow-scan or compressed video, which involves the one-way transmission of still pictures with two-way audio; (4) Subsidiary Communications Authority subcarriers, which require specially tuned receivers; and (5) home video and audio systems, which are used by many schools as primary educational vehicles. While offering new opportunities, these alternative systems require educational institutions to address questions related to target audiences, course content, costs, materials availability, programming, and selection of courseware and materials. Most importantly, the question of operational support must be addressed before considering the use of these systems. (HB)

ED215865 SE037053

LaSalle, Donald; And Others

A Guide to Curriculum Development in Science.

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.

Pub Date 81

Note-109p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Curriculum Development; *Elementary School Science; Elementary Secondary Education; *Guidelines; School Districts; *Science Curriculum; Science Education; Science Instruction; Science Programs; *Secondary School Science; State Curriculum Guides

Identifiers-*Connecticut

Intended for use by local school districts, this guide provides assistance to curriculum planners, members of boards of education, administrators, supervisors, classroom teachers, and others involved in and concerned about the development of science curriculum for elementary and secondary education. It is designed to assist in: (1) establishing goals and objectives; (2) developing procedures related to, for example the selection of content, evaluation, special needs of students, and staff development; and (3) improving and maintaining ongoing science programs. Eleven steps for developing local science curriculum guides are outlined in section one. Major topics discussed in other sections include: philosophy, goals and objectives; K-12 science programs; content, skills, and attitudes; science for students with special needs; facilities; safety; instructional materials; science programs and the community; evaluation; and staff development. Examples are given to clarify discussion. Eighteen appendices provide further information such as statewide goals for education, legislation, lists of science curriculum guides, field tripsites and other information for Connecticut personnel. (DC)

ED215887 SE037081

Lanier, Perry E.

Mathematics Classroom Inquiry: The Need, a Method, and the Promise.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-IRS-RS-101

Pub Date Nov 81

Contract No-400-81-0014

Note-22p.

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.00).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment; Educational Research; *Grade 9; Instruction; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Teacher Attitudes; *Teaching Methods

Identifiers-*General Mathematics; *Mathematics Education Research

This paper, based on the inquiries of the General Mathematics Project, makes a case for naturalistic research in mathematics classrooms. In explicating the case, consideration is given to the need for information on classroom practices and the consequence of those practices on teaching and learning. Also considered is the need for research that addresses the problems of practice from the practitioner's perspective. Included is a discussion of the General Mathematics Project's evolution and tentative results. Some of those results are that teachers do teach general-math students differently from algebra students and that most teachers have unusual difficulty teaching general math and often feel only marginally or not at all successful. (Author/MP)

ED215908 SE037430

Klein, Sarah E.

Testimony to Committee on Labor and Human Resources of the United States Senate in Regard to 1983 Authorization for the Science Education Component of the National Science Foundation.

National Science Teachers Association, Washington, D.C.
Pub Date 15 Apr 82
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Budgets; Educational Trends; Elementary Secondary Education; *Engineering Education; *Federal Legislation; *Federal Programs; Financial Support; Government Role; Higher Education; *Mathematics Education; Mathematics Teachers; Public Support; Science Course Improvement Projects; *Science Education; Science Programs; Science Teachers; *Teacher Shortage; Teacher Supply and Demand
Identifiers-*National Science Foundation

This testimony, supported by data from several national surveys, was presented by Sarah E. Klein (president of the National Science Teachers Association) regarding the elimination of science education from the National Science Foundation (NSF). Issues and topics addressed include: (1) statement of the crisis in science/mathematics education, focusing on science/mathematics teacher shortage, decline in numbers of individuals prepared to teach science/mathematics, and employment of unqualified science/mathematics teachers; (2) quality of science/mathematics education; (3) prior NSF support of science/engineering education; (4) NSF curriculum development projects and their effectiveness; (5) comparisons of U.S. and U.S.S.R. science/mathematics education; (6) critical problems at the pre-college level; (7) NSF science/engineering programs; (8) NSF 1982 budget for science/engineering education; (9) Special Commission of Science/Engineering Education; (10) a suggested NSF program for 1983, addressing such problems as teacher shortages and in-service programs; (11) public support for science education (ranked ahead of national defense); and (12) a suggestion that science education programs could be financed by holding the proposed total research budget to 2% rather than 8.7%. (JN)

ED215928 SO014004

Rossiter, Margaret W.

Vocational Guidance for Women, 1910-1940.

Pub Date 30 Dec 81

Note-30p.; Paper presented at the Annual Meeting of the American Historical Association, Joint Session with the Canadian Historical Association (Los Angeles, CA, December, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Choice; *Career Guidance; Career Planning; Careers; Counseling Services; *Employed Women; Employment Potential; Employment Services; *Females; *Feminism; History; Nontraditional Occupations; Publications

The kinds of vocational guidance available to women from 1910 to 1940 are discussed in this paper. As the number of women college graduates increased in the 1890s and especially in the first decade of the 20th century, concern also grew for what all these trained women would do to earn a living after they graduated and before they married (if they did). There was a real need to explore and publicize what jobs other than teaching might be available to these women. The start of the field of vocational guidance is attributed to Frank Parsons who opened the first "vocational bureau" in Boston in 1908. In 1909, when Parsons died, an "appointment bureau," the first in the nation for women, was established. From that time on a wide range of services, groups, books, and publications became available to women seeking jobs. Many women made whole careers in the vocational guidance field. For example, so many college graduates were heading for New York City in search of work in 1911 that the New York alumnae associations of nine women's colleges set up the Intercollegiate Bureau of Occupations there to help their graduates find suitable jobs. After World War I the field of vocational guidance flourished, and a series of new books provided a steady flow of information to a voracious audience. The first of these was "Careers for Women" published by Catherine Filene in 1920. Filene as Director of the Intercollegiate Vocational Guidance Association also held many conferences to acquaint women with post-graduate employment possibilities. In addition to describing these many services, publications, and groups, the paper also describes employment advice that women were receiving during this time period. (RM)

ED215947 SO014046

Roach, Miriam; And Others

International Trade: Tennessee's Window on the World.

League of Women Voters of Tennessee Education Fund, Nashville.

Pub Date 81

Note-37p.; Prepared for the International Relations Committee.

Available from-League of Women Voters of Tennessee, 1701 21st Avenue South, Nashville, TN 37212 ($4.00, 10 percent discount on quantities over 10).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Economics; Exports; Global Approach; *International Relations; International Studies; International Trade Vocabulary; Learning Activities; Secondary Education; *Social Studies; State History

Identifiers-Tennessee

The activities and discussion questions in this unit can be used in secondary social studies classes to teach students about world trade and its role in their personal lives. Although designed for Tennessee classrooms, the unit can be easily adapted for use elsewhere. Many of the activities are self-contained. However, some require the use of readings from booklets and pamphlets listed in the unit. Activities are organized around the following concepts: international trade is Tennessee's window on the world; international trade has many faces; international trade has important side effects and fringe benefits; international trade is promoted by free trade and limited by trade barriers; and international trade is actively promoted by the state governor in Tennessee. The activities are many and varied. Some examples follow. Students must read and summarize at least five articles on international trade in current magazines. Students invite a local banker to explain what is meant by a "balance of payments." Another activity asks students to investigate the relationship(s) between foreign trade and war and to prepare a report on the tariff in U.S. history. The unit concludes with bibliographies of books, magazines, and newspapers and a glossary. (RM)

ED215985 SP020117

Physical Education Objectives. DOD Dependents Schools.
Dependents Schools (DOD), Washington, D.C.
Report No-DS-Manual-2750.1
Pub Date 3 Nov 81
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Objectives; *Course Objectives; Cultural Awareness; *Curriculum Development; Elementary Secondary Education; Life Style; Lifetime Sports; Movement Education; *Physical Activities; *Physical Education; Physical Fitness; Physical Recreation Programs; Psychomotor Skills

These program objectives were developed to support the Department of Defense Dependent Schools Five Year Curriculum Development Plan and are designed to provide a basis for elementary, middle, and secondary school physical education curricula. A balance of psychomotor, cognitive, and affective aspects is emphasized. General, program, and instructional objectives are presented for three educational levels: kindergarten through fourth grade, fifth through eighth grade, and ninth through twelfth grade. Program areas include: (1) efficient motor skills; (2) role of physical fitness in daily living; (3) desirable social behavior; (4) positive self-concept; (5) importance of physical education and other closely related fields in the world of work; (6) cultural differences and values; (7) conceptual understandings relating to participation in physical activity; (8) physically active lifestyle; and (9) creative and aesthetic aspects of movement. Each area is subdivided into instructional objectives which are stated in terms of desired student behavior. A code signifies the appropriate grade level of instruction for each instructional objective. (FG)

ED216004 SP020184

Mahan, James M.

Community Involvement Components in Culturally-Oriented Teacher Preparation.

Pub Date Feb 82

Note-13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Phoenix, AZ, February, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indian Reservations; *Community Characteristics; *Cultural Awareness; *Culture Contact; Educational Sociology; Ethnic Groups; *Field Experience Programs; Higher Education; Hispanic Americans; *Intercultural Programs; *Multicultural Education; Preservice Teacher Education; School Community Relationship; Student Teachers; Urban Education

At Indiana University, preservice teachers participate in required community-based multicultural programs that allow them to become directly involved with community characteristics, values, needs, and achievements. It is hoped that this experience will help them to adapt curriculum and instructional techniques to fit community realities and aspirations. Three projects, located in American Indian reservations, Hispanic communities, and urban areas, provide preservice teachers with a variety of community activities. Each participant completes a prerequisite course focusing on the target cultural group before reporting for a 16- to 17-week assignment in the chosen community. Each project has its unique structure, but all preservice teachers must average at least 15 hours per week of nonschool teaching in the local community in addition to fulfilling student teaching requirements. Evaluation data collected over the nine years of the project's existence have indicated that structured, semester-long field experiences in cultural communities produce a significant, positive response from preservice teachers. Community members also express positive reactions to the program. Participants report that the field experience had direct application to their teaching practice and that it provided long term rewards. (FG)

ED216025 TM820173

Chelimsky, Eleanor
Making Block Grants Accountable.
Pub Date Oct 81
Note-97p.; Paper presented at the Annual Convention of the Evaluation Research Society (Austin, TX, October 1-3, 1981).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accountability; *Educational Finance; *Federal Aid; Federal Government; *Federal Legislation; *Grants; Health Services; Local Government; *Program Proposals; Social Services; State Government
Identifiers-*Block Grants; Reagan Administration

Methods of accountability are presented in considering the Reagan administration plan to consolidate 84 federal health, education and social service grants into six block grant areas and to cut overall funding. After matching aspects of public criticism with proposal objectives, a rationale is developed for building elements of accountability into grant legislation to track the progress of the administration proposal, once implemented, or to determine whether there is achievement of administration objectives. Accountability to Congress will require empirical evidence: (1) whether national objectives will survive in block grants; (2) program effectiveness; (3) integrity against waste, fraud and abuse; (4) and management costs will improve or worsen under decentralized block grants. It is suggested that block grants may not answer all the criticisms of current grant procedure. Program integrity and equitability may decrease in the loss of uniformity and coordination. Federal, state, and local accountability is called for to achieve grant objectives and funding policy consistency. Eighteen elements of accountability are presented which Congress may use in determining achievement of program and national objectives. (CM)

ED216066 UD022240

Murphy, Arthur D.

Anthropological Approaches to the Study of Housing Areas: Lessons from Oaxaca City, Mexico.

Pub Date Apr 82

Note-50p.; Paper presented at the Annual Meeting of the Urban Affairs Association (Philadelphia, PA, April, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anthropology; Ecology; Economic Factors; Family Characteristics; Foreign Countries; Neighborhoods; *Research Needs; Residential Patterns; Social Influences; *Urban Areas; Urban Culture; Urban Environment; *Urban Studies

Identifiers-Macroanalysis; *Mexico (Oaxaca); Microanalysis; *Unit of Analysis Problems

The anthropological study of the city's role in the evolution of human systems requires the use of both macro and micro levels of analysis. From the macro perspective, the city is viewed as part of a wider complex society, while from the micro point of view, the city provides the context for understanding specific human institutions or processes within the urban area. The necessary link between the two levels of analysis is provided by research on another level, one that focuses on the city itself and its internal complexity. A study of urban households in Oaxaca City, Mexico, demonstrates how research that uses the city as the unit of analysis may be conducted. The first phase of the research involved the data collection of the physical and social environment in order to provide a general description and the basis for developing a typology of residence patterns in the city. The second phase involved the collection of socioeconomic data for the different types of localities indentified in the first phase. The study showed that in conducting anthropological research on the city, the unit of analysis should be easily identifiable as well as representative, and that studies in such complex urban settings should be undertaken by groups rather than by single individuals. (MJL)

ED216086 UD022272

Adlai E. Stevenson High School Bilingual Academic and Technical Education for Youth Program (BATEY). E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date [81]
Grant-G008006765
Note-65p.; New York State Chapter 720, Project No. 5001-56-17647 and 5001-56-18404. For related documents, see ED 137 469 and ED 202 935.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; *Bilingual Education; Business Education; Career Education; Community Involvement; Counseling Services; Curriculum Development; *English (Second Language); High Schools; Hispanic Americans; *Individualized Instruction; Industrial Arts; Mathematics Curriculum; Native Language Instruction; Program Content; *Program Effectiveness; Science Curriculum; Social Studies; *Spanish Speaking; Staff Development
Identifiers-Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education

This report describes and evaluates a program to provide bilingual instruction in mathematics, science, social studies, industrial arts, business education, and career education to Spanish speaking high school students varying in range of need and ability from those in need of basic skills to honor students. The program, as implemented in 1980-81, developed individualized programs based on students' learning needs and graduation requirements. Aside from instruction, the program included curriculum development activities, counseling and guidance services for students, staff training and development, and opportunities for parental and community involvement. The attendance rate for the program was found to be lower than that for the school as a whole. The program's rate of student suspension equaled that of the school but was higher than the rate for the program of the preceding year. A general pattern of low achievement was observed in the content areas (mathematics, science, and social studies), which was explained partly by the fact that the program was designed to attract career oriented rather than college oriented students, and partly by the high incidence of absenteeism in the program. It was recommended that courses of study be revised and that efforts to identify students' needs be continued. (MJL)

ED215730 JC820201

Spring Enrollment Report, Community Colleges, Spring 1982 (As of March 12, 1982).

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No-MIF-30
Pub Date Apr 82
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age; Community Colleges; Credit Courses; *Enrollment Trends; Females; Full Time Students; Liberal Arts; Majors (Students); Males; Part Time Students; State Colleges; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education
Identifiers-*Hawaii

Data are presented on a series of tables summarizing enrollment trends and the personal characteristics of the 20,286 regular students enrolled in credit programs at the Hawaii community colleges during spring 1982. The tables cover: (1) headcount enrollment in regular credit and special programs; (2) headcount enrollment by campus for the years 1975-76 through 1981-82; (3) selected student characteristics (i.e., sex, educational objectives, major, attendance status, semester hours taken, residence, tuition status, age, citizenship, and registration status); (4) student profiles in terms of these characteristics for fall 1979 through spring 1982; and (5) distribution of majors by campus. The data provided indicate, among other findings, that the regularly enrolled students constituted 78% of the total spring 1982 enrollment. The average student semester hours (SSH) taken decreased from 9.7 in spring 1981 to 9.5 in spring 1982, which may be attributed to the increasing proportion of part-time students and the decline in average SSH taken by these students. Average semester hours taken by full-time students had held steady at 13.8 for six semesters. Demographic data reveal that the median age of the students was 22.6 years, 50.2% of the students were male, and 76.9% were pursuing an associate degree. General and pre-professional majors comprised 38% of the enrollment, while vocational education majors made up another 45%. (KL)

ED215846 RC013352

Seifert, Edward H.

Career Status of Secondary Principals in Small Schools in the Southwest. A Research Report.

Pub Date Jan 82

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age; *Career Choice; Contracts; Employment Experience; Evaluation Methods; Fringe Benefits; *Principals; Salaries; Secondary Education; *Secondary Schools; *Small Schools; Vacations

Identifiers-Arkansas; Colorado; New Mexico; Oklahoma; *United States (Southwest)

A 24-item questionnaire was mailed to 559 randomly selected secondary principals in Arkansas, Colorado, New Mexico, and Oklahoma to determine the career status of secondary principals working in buildings with student populations of 400 or fewer. The greatest single factor influencing the decision to become a principal was need for increased salary. The largest group of respondents was in the 36-40 age bracket (22%), 27% had served 1-3 years as a secondary principal, and over 31% had taught 11 years or more. Salaries ranged from less than $18,000 to more than $33,000 depending on school size and principal's longevity. About 27% indicated a desire to stay in their present position for the duration of their career. About 39% reported no formal evaluation system was used to determine principals' employment status. Eighty-eight percent held one year contracts and vacation days differed widely. Based on the results, it is recommended that: salary and fringe benefits must be competitive with larger schools to get quality people; principals must be given greater autonomy within their buildings; multi-year contracts should be used unless prohibited by statute; and a formal evaluation system must be implemented for principals. (BRR)

ED216046 TM820216

Thompson, Bruce; And Others

Evaluation from an LEA Perspective: Proceedings from an AERA Symposium. Annual Meeting of the American Educational Research Association (66th, New York, New York, March 19-23, 1982).

Pub Date Mar 82
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgets; Elementary Secondary Education; *Evaluators; Program Evaluation; *School Districts; Staff Role
Identifiers-*Evaluation Utilization; Evaluator Credibility

The views of local education agency (LEA) evaluators tend to be underrepresented in the evaluation literature. This symposium was organized to fill this gap. The non-LEA symposium participants (Carol H. Weiss and Bruce Thompson) were asked to pose questions to the LEA participants (Steven Frankel, Montgomery County (MD) Public Schools; Freda Holley, Austin (TX) Independent School District; Carl Novak, Educational Service Unit 18, Lincoln (NE); Ellen Pechman, Orleans Parish (LA) Public Schools; and Floraline Stevens, Los Angeles (CA) Unified Schools). The questions addressed such issues as the role of the LEA evaluator, the impact of evaluation on LEA policy, the effects of budget cutbacks, careers in evaluation, evaluation use for decision-making, and evaluator credibility. (Author/BW)

ED215632 HE014996

Hill, Malcolm D.

Faculty Sex Composition and Job Satisfaction Among Academic Women.

Pub Date 20 Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 20, 1982). Not available in paper copy due to marginal legibility of original.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Environment; *College Faculty; *Females; Higher Education; *Job Satisfaction; Males; *Teacher Attitudes; Teaching Conditions; *Women Faculty

Identifiers-*Pennsylvania

The connection between faculty sex composition and job satisfaction among women academics in selected institutions of higher education in Pennsylvania was examined. Responses to a mailed questionnaire were received from 1,089 respondents, including 214 women. Biographical data and demographic information were collected, and job satisfaction was measured by a 45-item, Likert-type inventory that reflects dimensions of the work environment of higher education (economic, teaching, administrative, associational, recognition-support, and convenience facets). Women who taught in institutions with relatively high proportions of women on the faculty tended to be significantly more satisfied than those who taught in highly male-dominated institutions, on some but not all dimensions of job satisfaction. Of the six dimensions of job satisfaction, those reflecting the economic, administrative, and convenience dimensions were most affected by sex composition. The positive effects of increased proportions of women faculty are likely to be more pronounced among humanities, social and behavioral science, social service, and mathematics and physical science faculty; and among these groups the economic dimension is often the most significantly affected dimension of job satisfaction. Implications for a support network theory of job satisfaction among women faculty are considered. A bibliography is appended. (SW)

ED215690 IR010171

Growth in Cooperation. A Report of the Commissioner of Education, Gordon M. Ambach, to the New York State Legislature on Library Pilot Projects, Covering the Period July 1, 1980-June 30, 1981.
New York State Education Dept., Albany. Bureau of School Libraries.
Pub Date Jan 82
Note-98p.; For related document, see ED 186 040.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Interlibrary Loans; Library Collections; *Library Cooperation; *Library Networks; Library Services; Pilot Projects; Public Libraries; *Regional Programs; School Libraries; *Shared Services; State Departments of Education; *State Programs; Union Catalogs
Identifiers-*New York

Developments in library cooperation in New York State as a result of library pilot projects organized under Chapter 787 of the Laws of 1978 are described, the background of the pilot projects is summarized, and major accomplishments in resource sharing and in increasing public access to library materials as a result of the projects are outlined.

The activities undertaken and services provided by two major regional library networks that are discussed include INTERSHARE, which serves the New York City area, and the Rochester Area Resources Exchange (RARE). A review of the accomplishments of school library system pilot projects throughout New York State is followed by a consideration of school library systems from a national perspective, and a description and assessment of the library-oriented activities of the State Department of Education. Detailed profiles of the INTERSHARE and RARE projects, as well as profiles of five other regional projects, are also provided. A set of 13 tables containing data on various aspects of statewide participation in library pilot projects accompanies the text. Among the five appendices to the report are excerpts from Chapter 787 of the Laws of 1978, and a historical summary and list of library pilot projects in New York State. (JL)

ED215749 JC820231

Stauffer, Robert H.

The President's Perspective on Board Evaluation.

Pub Date Apr 82
Note-12p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability; *Board Administrator Relationship; College Presidents; Community Colleges; *Evaluation Methods; *Governing Boards; Interprofessional Relationship; *Self Evaluation (Groups); *Trustees; Two Year Colleges
Identifiers-*Administrator Effectiveness

To function effectively, a college board of trustees should act as a single body rather than as a group of individuals, should attempt to work on the basis of consensus, and should avoid the development of factional activity. Perhaps the most important method of ensuring that a board of trustees is operating effectively, both as individuals and as a single entity, is through an evaluation process that constructively confronts current concerns and challenges. This evaluation process should seek to improve performance, to review and establish goals, and to provide an example of evaluation for other constituency groups. To achieve these goals, a reviewing partnership should be maintained between the board and the college president--a partnership based on shared responsibility for evaluation, a clear delineation of roles and responsibilities, and an understanding that board and presidential leadership are inseparable. The evaluation process itself may take a variety of forms, including periodic informal meetings or retreats, utilization of the assistance provided by professional associations or consultants, or a self-assessment questionnaire followed by subsequent board meetings. Whichever process is chosen, the results should be integrated into the rest of the board's efforts. Given increasing financial and personnel problems, self-evaluation by college boards is especially important as a means of demonstrating trustee accountability. (HB)

Nutritional Screening of Children: A Manual for Screening & Followup.
Bureau of Community Health Services (DHHS/PHS), Rockville, Md.
Report No-DHHS-HSA-81-5114
Pub Date 81
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anemia; Body Height; Body Weight; Children; Dental Evaluation; Guidelines; Health Personnel; Health Services; Infants; Inservice Education; *Measurement Techniques; *Nutrition; *Physical Development; *Screening Tests
Identifiers-*Screening Procedures

This manual shows health providers how to perform precisely and expertly each step of several procedures used in screening children for nutritional problems. It is intended for all health providers who are involved in weighing and measuring children, recording and plotting measurements on growth charts, taking blood samples to test for iron deficiency anemia, and checking children for dental problems. Step-by-step instructions for performing each of these procedures are provided. While many health providers may be familiar with the information that is presented, the manual contains many ideas for improving the accuracy of nutritional screening. (Author/RH)

ED215789 PS012834

Sparling, Joseph, Ed.

Health of Children in Day Care, Volume II: Developing and Evaluating a Health Care/Day Care Workshop. Technical Report of a 1978 Regional Workshop.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency-Bureau of Community Health Services (DHHS/PHS), Rockville, Md.

Pub Date 78

Note-48p.; For related document, see PS 012 833.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cooperation; *Day Care; Early Childhood Education; Evaluation Methods; Field Tests; *Health Services; *Program Development; *Program Evaluation; Program Implementation; Questionnaires; *Workshops

Can a professional committee have any impact, even indirectly, on the well-being of children? The Child Development Committee of the Maternal and Child Health Section of the American Public Health Association (APHA) was established in October 1976 with the hope of responding to this challenging question. The Committee determined that one ideal index

of accomplishment would be community support for quality day care and health services to preschool children and families. As the Committee identified barriers to delivery of these services, a clear priority emerged: the improvement of communication and cooperation between health care professionals and child care professionals. Among suggested strategies for increasing this inter-professional understanding, holding regional multidisciplinary workshops was chosen as the most appropriate strategy. The first section of this volume describes the process by which the Committee identified and brought together the various existing resource groups to plan, fund, and produce the workshop. The second section presents evaluative comments and findings of follow-up contacts with state-level and local community representatives, with particular reference to workshop-induced changes or potential changes in the health care/day care relationships. Tables from preliminary questionnaire data, as well as copies of evaluation forms used during the on-site evaluation and the follow-up evaluation are appended. (Author/MP)

ED215828 RC013330

Nielsen, Jorgen S., Comp.

The Training of Teachers of the Children of Migrant Workers: Cultural Values and Education in a Multi-cultural Society. Report of the European Teachers' Seminar (13th, Donaueschingen, Federal Republic of Germany, 19-24 October 1981).

Council for Cultural Cooperation, Strasbourg (France).

Report No-DECS/EGT-(81)-4

Pub Date 15 Jan 82

Note-51p.; Paper copy not available due to publisher's choice.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cultural Awareness; Cultural Differences; Cultural Education; *Cultural Pluralism; Culture Conflict; *Educational Improvement; Foreign Countries; *Migrant Education; Multicultural Education; Role Conflict; *Teacher Education; Urban Areas

Identifiers-*Europe; France; *Muslims; Norway; Sweden; United Kingdom; West Germany

Summaries of seven reports presented at the teachers' seminar focus on teacher training for a multi-cultural society, with an emphasis on Muslim migrant children. Three papers discuss the general circumstances of Muslim immigrants in Europe, the implications for educational practice and structures, a Muslim view of the problems faced by Muslim children growing up in Europe, Muslim expectations of an adequate Islamic instruction, and responses of education authorities and institutions in the Federal Republic of Germany (FRG). Summarizing the discussions and recommendations of four working groups, the remaining reports briefly discuss teacher training and the educational difficulties and opportunities of migrant children in Norway, United Kingdom, and the FRG; educational provisions for migrants in the FRG, United Kingdom, France, and Sweden; problems of multiple deprivation in inner city areas; and seven problems, the solution of which is necessary for creating a healthy educational programme for migrant children, and their implications for teacher training (lack of sensitivity, communication difficulties, teachers' lack of information, religion, classroom materials, lack of support structures, and curriculum). Seven major issues which have caused concern among Muslim parents and community leaders (role conflicts, language, co-education, religious education in school, sex education, dress and food) are discussed. (NQA)

ED215668 IR010103

Lieberman, Debra; And Others
Critical Television Viewing Skills Curriculum. Final Report (October 1, 1979-November 30, 1980).
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 30 Nov 80
Contract No-300-78-0495
Note-176p.; For related documents, see IR 010 102-107.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Curriculum Development; *Evaluative Thinking; Guides; Inservice Teacher Education; Marketing; *Parent Participation; Publications; Scripts; Secondary Education; *Secondary School Teachers; Slides; Television Curriculum; *Television Viewing; *Workshops
Identifiers-*Critical Television Viewing Skills Project

The product of Phase II of a two-year project funded by the U.S. Office of Education to prepare, evaluate, and distribute a print-based curriculum on critical television viewing skills for teenagers, and to prepare guides and workshops on television viewing for parents and teachers, this final report describes tasks undertaken in four areas during the second half of the project: (1) teacher training, (2) parent training, (3) printing and distribution of project products, and (4) management and reporting during the project. The critical television viewing workshops and inservice training sessions conducted throughout the United States during this phase are described and listed, publications on critical television viewing by project staff are briefly discussed, a critical television skills national student essay contest is mentioned, printing and distribution of project materials are outlined, and management and reporting practices are reviewed. Among the appendices to the report are copies of the training manual, volumes I and II, for workshops on critical television viewing for parents and teachers; copies of articles about critical television viewing by the project staff; selected newspaper and magazine articles concerning project activities; and the script for a critical television viewing slide show. (JL)

ED215809 RC013309

Smith, Victor A.

An Evaluation Report of the Project Leadership-Service Conference (Camp Miniwanca, Michigan, August 2-15, 1981).

American Youth Foundation, St. Louis, Mo.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Aug 81

Note-105p.; For related document, see ED 212 450.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Secondary Education; *Experiential Learning; Grade 6; High School Seniors; Interaction; *Leadership Training; *Outdoor Education; Questionnaires; *Resident Camp Programs; *Role Models; *Self Actualization; Student Development; Student Leadership; Summer Programs; Teacher Workshops; Urban Youth; Youth Leaders

Identifiers-Camp Miniwanca MI; *Project Leadership Service Conference

The 1981 Project Leadership-Service Conference, focusing on serving the community as the training ground for leadership, was conducted for 53 Indianapolis seniors who arrived in early August for 4 days preparatory training and 137 Indianapolis inner city sixth graders who arrived in mid-August. Ten teachers from the sixth graders' schools participated in a separate teacher seminar. Pretests and posttests, open-ended questionnaires, and informal observations were principal techniques used to gather data for assessing the conference. Findings from three key questions were: seniors registered highly significant gains on the Social and Personal Responsibility Scale (indicating a more responsible attitude toward others) and the Janis-Field Scale (a test of self-esteem in social situations); 99% of sixth graders' responses summarized the camp positively; and seniors (97%) indicated they would recommend the conference to friends who were juniors. Suggestiions for improvements among seniors included allowing more individual time, and among teachers and sixth graders concern was focused on the schedule for the nature study day. The camp had a significant effect on the vast majority of participants in their attitude toward themselves, others, and serving others in their community. Appendices include conference schedule, evaluation instruments, and tables of questionnaire responses. (ERB)

ED215888 SE037082

Hakes, Judith A.

Computer Storytelling Mathematics for Pueblo Indian Upper Elementary Level Students. Final Report.

All Indian Pueblo Council, Albuquerque, N. Mex.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

Pub Date Sep 81

Grant-SED-80-12482

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Education; Computer Assisted Instruction; Computer Programs; *Elementary School Mathematics; *Elementary School Science; *Energy; *Grade 5; Instructional Materials; Intermediate Grades; Mathematics Instruction; Microcomputers; Pilot Projects; *Problem Solving; Science Instruction

Identifiers-Computer Uses in Education; *Mathematics Education Research; Pueblo (People)

Details are provided of a project designed to develop an alternative, computer-based learning unit in mathematics and science for upper-elementary level Pueblo Indian students. A four- to six-week unit entitled "Pueblo Uses of Energy," which fused mathematical problem solving with science content related to the daily lives of Pueblo students, was produced. Fifth-grade students who participated in the field development attended Sky City Community School, a federal day school under the auspices of the Bureau of Indian Affairs. A microcomputer was used as the major mode of instruction to present material designed to introduce content and skills in a storytelling format, which capitalizes on one learning style of pueblo cupueblo culture. Sections in this document report on: (1) Background Information; (2) Objectives and Activities; (3) Time PERT Chart; (4) Description of the Unit; (5) Field Development Phase; (6) Results of the Field Development Phase; (7) Revision/Expansion Phase; and (8) Dissemination Activities. (MP)

ED215948 SO014048

Gibson, A. Barbara; And Others

Death Education: A Concern for the Living. Fastback 173.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No-ISBN-0-87367-173-2

Pub Date 82
Note-39p.; Sponsored by the Area 7C Chapters.
Available from-Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, quantity discounts available).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development; Curriculum Problems; *Death; Educational Objectives; Elementary Secondary Education; Grief; Higher Education; Postsecondary Education; Program Descriptions; *Program Implementation; Research Needs

Death education is presently viewed as an ongoing process throughout the life cycle, with the responsibility for it being shared by home, church, other community agencies, and the schools. Goals for a death education program include the following: to inform children of basic facts concerning the multidimensional aspects of death and dying; to enable individuals to be informed consumers of medical and funeral services; and to improve quality of life by considering personal values and priorities. Death education programs in elementary and secondary schools are not widespread, but they are increasing; college programs proliferated during the 1970's. The content in death education programs ranges from discussion of the death of a pet in kindergarten to study of human death, burial, and bereavement in the upper grades. Death education, by its very nature, lends itself to a multidisciplinary approach. For example, students in the middle schools examine life cycles in nature; the human life cycle; and the biological, social-cultural, economic, and legal aspects of death. Content in high school and college programs is quite similar, with differences primarily in depth of treatment at the college level. Content at the college level covers such areas as suicide and dealing with dying. Death education programs lack a standardized set of concepts, terminology, and guidelines and have no established place in the curriculum. A number of concerns must be dealt with. For example, what teaching techniques and materials are appropriate for death education? Research in implementing death education into schools and college programs is needed. (A bibliography is included which lists print materials and audiovisual materials on the topic of death.) (Author/NE)

ED215966 SP020015

Weiler, Patricia J., Ed.; And Others

Look to the Center. Conference Proceedings of the National Teacher Center Directors Conference (4th, February 10-12, 1982, Washington, DC).

American Federation of Teachers, Washington, D.C. Teacher Center Resource Exchange.
Spons Agency-Department of Education, Washington, DC.
Pub Date Mar 82

Contract No-300810062
Note-158p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Economic Change; Educational Research; *Educational Trends; *Futures (of Society); Information Networks; *Inservice Teacher Education; Linking Agents; *Program Development; State Aid; Teacher Associations; *Teacher Centers; Teacher Education; Teacher Improvement

The fourth annual National Teacher Center Directors Conference, the proceedings of which are reported in this document, called for discussion on: (1) institutionalizing teacher-centered inservice education; (2) expanding the support base for teacher centers; (3) synthesizing the teacher center experience; (4) linking teacher center products with national dissemination systems; (5) improving staff development programs; (6) state leadership roles in inservice education; (7) implications of educational trends for teacher centers; and (8) how key constituent groups view teacher centers. Speakers at the conference's five general sessions, which are reported on in this document, represented the U.S. Department of Education, National Education Association, American Federation of Teachers, American Association of Colleges for Teacher Education, National School Boards Association, Oxford Public Schools (Massachusetts), Albuquerque Public Schools (New Mexico), Hernando County Schools (Florida), and Western Nebraska Rural Teacher Center. Overviews of 14 workshop sessions present brief summaries of discussions on topics including teacher centers, collaborative research, professional development, networking, urban and rural education, parent and teacher cooperation, and education for the handicapped. (JD)

ED216026 TM820174

Peck, Hugh I.

The Management of an Evaluation Unit in a State Education Agency.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Available from-Louisiana State Department of Education, Division of Research and Development, P.O. Box 44064, Baton Rouge, LA 70804 ($.46).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Organization; *Program Evaluation; *State Agencies; *State Departments of Education; State Programs

Identifiers-*Louisiana State Department of Public Education

A program evaluation unit was established in the Louisiana Department of Education. A unit capable of measuring and assuring the effectiveness of several programs and projects either operating or proposed was desired. The Department responded to requests to implement program evaluations. Many requests were from program administrators who needed formative and summative evaluations. It was necessary for the superintendent and his cabinet to develop and approve a policy statement relative to program evaluation. Three key points include: program evaluation was separate from program administration; results were reported to the superintendent, his cabinet, and program administrators; and financial support was provided through the program budget. The director of the Program Evaluation Bureau reported to the associate superintendent of Research and Development. The organizational structure was conducive to the ordered growth of program evaluation as it assumed additional responsibility; supported program evaluation with data and research bases, as well as computing and dissemination power; and provided it with access to the decision makers. The unit was staffed with professionals trained and experienced in program evaluation. It was established in 1980 and seems to have a bright professional, as well as funding, future. (DWH)

ED216047 TM820224

Gephart, William J.

Values, Valuing, and Evaluation. Research on Evaluation Program, Paper and Report Series. Interim Draft.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-NWREL-REP-57
Pub Date May 81
Contract No-400-80-0105

Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decision Making; Educational Principles; Evaluation; Evaluation Criteria; *Evaluative Thinking; *Values

The paper discusses the meaning of value and valuing, their roles in evaluation, and the potency of value systems in problem solving logic. Evaluation is defined as a process for facilitating decision making. A decision making situation occurs when there are options which are impossible to treat equivalently, and there is an impact in the selection of one option that extends beyond the choice-making act. The most important motivating force for evaluations is the impact factor. Values and valuing play a significant role in evaluation. Therefore, they are defined and discussed in detail. Value is context determined. Value is the noun form applied to a class of quality; while the verb form, to value, refers to an internal state or exchange action. The evaluation process would be better understood if researchers concentrated on the verb sense to value. Value and value systems determine what we value, how we know what to value, and the logic and process for problem solving. (DWH)

ED215712 JC820074

Graduates Placement Report, 1981: New Hampshire Technical Institute and New Hampshire Vocational-Technical Colleges.

New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education.

Pub Date 81
Note-127p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*College Graduates; College Transfer Students; Education Work Relationship; *Employment Patterns; Extension Education; Job Placement; Migration; Salaries; State Colleges; State Surveys; *Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Followup
Identifiers-*New Hampshire

The New Hampshire Technical Institute (NHTI) and the six New Hampshire Vocational-Technical Colleges (NHVTC) offer collegiate education preparing men and women for direct employment in business, industry, health, and service-related fields. At the completion of the 1980-81 academic year, 1036 students had graduated from 48 different programs offered by the college/institute system. As of October 30, 1981, 92% of the graduates had been satisfactorily placed: 74.4% of the graduates were employed full-time, 1.4% were employed part-time, 11.5% were continuing their education on a full-time basis, 0.4% were in the armed forces, 8.3% were seeking employment, and 4% were either not seeking employment or had an unknown status. Of the employed graduates, 94% were working in a job related to their college program and many had been placed as a result of the lifetime placement service provided by each institution. Graduates continued to show a preference for attending college, working, and living in New Hampshire, with 77% of the employed graduates working in the state. Working graduates were earning an average annual salary of $12,671. In addition to day programs, the Institute/College system offers degree programs, adult education, and apprentice courses through the Extension Division. This report provides a series of data tables with placement information for the NHTI and NHVTC graduates, as well as lists of extension courses and employers who interviewed 1981 graduates. (KL)

Rogoff, Barbara; And Others

The Adjustment of Maternal-Child Instruction According to Child's Age and Task.

Pub Date Apr 81

Note-19p.; An earlier version of this paper was presented at the Annual Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; *Chronological Age; Classification; Communication Research; *Difficulty Level; Individual Instruction; *Learning Activities; *Mothers; Parent Child Relationship; Simulation; *Teaching Methods; *Young Children

Identifiers-*Parent Behavior

Modification of mother-child instructional interaction was examined in relation to specific tasks and the age of the child. Thirty-two mothers taught their 6- or 8-year-old children one of two laboratory classification tasks resembling a home or a school activity. The home task involved putting grocery items on shelves in a mock kitchen, and the school task involved sorting photographs of common objects into a tray divided into brightly colored compartments. It was expected that mothers would compensate for the perceived difficulty of the school task for the younger children by providing greater instructional assistance to this group than to the other three groups (older children in either task and younger children in the home task). The instructional interaction was coded in terms of number of directives, open-ended questions, and nonverbal instruction provided by the mother; involvement of the child; and the extent to which mothers rehearsed their children in preparation for the learning test which followed the instruction (the children were tested on their learning of the organization of items in the tasks). Multivariate analysis showed that the younger children in the school task received more instruction than either group of older children or the younger children in the home task. Univariate analysis showed this pattern to be significant for almost all of the instructional variables. This modification of instruction was accompanied by a slightly better performance on the learning task by the younger children in the school task than by children in the other three groups. (Author/MP)

ED215847 RC013353

Coombs, Philip H.

New Strategies for Improving Rural Family Life.

International Council for Educational Development, Essex, Conn.

Pub Date Apr 81

Note-82p.

Available from-International Council for Educational Development, P.O. Box 217, Essex, CT 06426 ($3.00, 10 or more, $2.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agency Role; Change Agents; *Change Strategies; Community Involvement; Cooperation; *Developing Nations; Economic Development; Educational Resources; Evaluation Criteria; *Family (Sociological Unit); Foreign Countries; *Improvement Programs; Paraprofessional Personnel; Poverty; Programs; *Rural Development; Voluntary Agencies; Volunteers

Identifiers-Bangladesh; *Culture of Poverty; *Familiarization; India; Indonesia; South Korea; Sri Lanka; Thailand

Presented in capsule form for the convenience of busy policy makers, planners, and program managers, this booklet summarizes major findings of a three-year study on practical aspects of rural development, with particular emphasis on ways of alleviating extreme poverty among disadvantaged rural families. Using case studies from Bangladesh, India, Indonesia, South Korea, Sri Lanka, and Thailand as a basis, the report contains sections on the new international consensus, the genesis of the new consensus, getting to know the rural poor, toward better integration, toward greater community participation, the importance of front-line workers, educating villagers for change, new roles for voluntary organizations, some practical next steps, and an epilogue. Stressing that the first "must" for anyone desiring to help the rural poor is to get to know them before deciding on what specific program approach to adopt to meet their needs, the document further suggests that another important requirement is to focus on the whole family. Noting that the family improvement measures in the study (health, nutrition, family planning, etc.) do not in themselves comprise a total rural development strategy, the report emphasizes that these essentials must be part of a broader strategy that also includes strong measures for accelerating rural economic growth. (BRR)

Morris, Robert, Ed.
Studies in Mathematics Education. Volume 2. The Teaching of Basic Sciences, Mathematics.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No-ISBN-92-3-101905-8
Pub Date 81
Note-179p.
Available from-Unipub, 345 Park Avenue South, New York, NY 10010.
Document Not Available from EDRS.
Descriptors-*Educational Objectives; Educational Research; Elementary Secondary Education; Learning Theories; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction
Identifiers-Goal Analysis; *Mathematics Education Research; *UNESCO

This volume was geared to answering the question, does the teaching of mathematics correspond to the needs of the majority of pupils and the society. There are three types of chapters: (1) descriptions of goals reflecting some need of society; (2) case studies of national goal setting; and (3) a summary of the May 1980 meeting of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which undertook a review of the goals of mathematics teaching. Individual chapters are: (1) Goals as a Reflection of the Needs of Society; (2) Goals as a Reflection of the Needs of the Learner; (3) Goals of Mathematics for Rural Development; (4) School Mathematics-Links with Commerce and Industry; (5) Goals of Mathematics as a Reflection of the Requirements of Production; (6) Educational Objectives for Mathematics Compatible with its Development as a Discipline; (7) New Goals for Old: An Analysis of Reactions to Recent Reforms in Several Countries; (8) The NCTM PRISM Project: An Attempt to Make Curriculum Change More Rational and Systematic; (9) The Evolution of Mathematics Curricula in the Arab States; (10) Goals of the Mathematics Curriculum in British Columbia: Intended, Implemented, and Realized; and (11) Report of a Meeting on the Goals of Mathematics Education. (MP)

ED215909 SE037437

Haladyna, Tom; And Others

A Causal Analysis of Attitude Toward Mathematics.
Pub Date 82
Note-29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Environment; Educational Research; Elementary Secondary Education; *Mathematics Education; *Student Attitudes; *Teacher Influence
Identifiers-*Mathematics Education Research

This study examined the relationship of teacher and learning environment variables to attitude toward mathematics. A model explaining these relationships was hypothesized, and causal analysis was employed to test the truthfulness of the model. An Inventory of Affective Aspects of Schooling was developed which tapped various aspects of the five dimensions of the model: student motivation, teacher quality, social-psychological class climate, management-organization class climate, and attitude toward mathematics. Over 2,000 students in grades 4, 7, and 9 were surveyed. Support for the model was moderately positive with the fourth-grade sample, but improved substantially at grades 7 and 9. (MNS)

ED215929 SO014005

LoGuidice, Tom

Psychology in the States: A Capsule Summary of the Nature and Status of Pre-College Psychology According to Selected Surveys Reported Since 1963.

Pub Date 27 Mar 81

Note-18p.; Paper presented at the Great Lakes Regional Meeting of the National Council for the Social Studies (Oconomowoc, WI, March 27, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational History; Educational Practices; Educational Research; Enrollment; *Psychology; School Surveys; Secondary Education; Secondary School Curriculum; State of the Art Reviews; *State Surveys; Teacher Qualifications; Textbooks

This report contains a state of the art review of pre-college psychology for each state according to surveys conducted since 1963. To collect data the author searched ERIC, "Dissertation Abstracts," "Education Index," and "Psychological Abstracts." The author also wrote to departments of education in the states that had apparently not been surveyed and wrote various authors and researchers. The report is organized by state. For over 20 states, no information on the teaching of pre-college psychology is available; for some of the states minimal information is available. When information is available, half-page studies are reported which usually include purpose, methodology, and findings. For example, a survey concerning the status of psychology in the Georgia public school system was conducted in Georgia in 1973. Questionnaires were sent to 188 city and county systems. One hundred sixty-seven schools replied. The purpose of the survey concerned the number of schools offering psychology courses, credentials of those employed as psychology instructors, number of courses offered, and texts currently in use. Results showed that 59 of the systems offered a psychology course in at least one of their schools. The credentials of teachers were found to vary. Twenty five of the systems state that one or more of their teachers held a certificate in behavioral science. Thirteen systems stated that one of their instructors held a B.A. or B.S. in psychology. Four systems stated that their psychology teachers possessed other credentials. Titles of textbooks used at that time are also reported. (RM)

ED215986 SP020120

Zeichner, Kenneth M.

Activating Teacher Energy Through "Inquiry-Oriented" Teacher Education.

Pub Date Feb 82
Note-41p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Phoenix, AZ, February, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Divergent Thinking; Elementary School Teachers; *Field Experience Programs; Higher Education; *Inquiry; *Preservice Teacher Education; *Student Attitudes; Student Teachers; Student Teacher Supervisors; Teacher Attitudes; Teacher Euucation Programs; *Teacher Response

In an inquiry-oriented teacher education program, prospective teachers are encouraged to examine the origins and consequences of their actions and settings in which they work. Many of the characteristics of the elementary student teaching program at the University of Wisconsin at Madison are similar to this approach. During the students' 15-week field experience program, taken concurrently with a weekly half-day seminar, students conduct field-based inquiries under the direction of supervisors who are graduate students. The primary purpose of the seminar is to broaden students' perspectives and have them engage in reflective analyses of everyday occurrences. Students are encouraged to adopt a critical posture toward both the university and the school components of the field experience and to examine and debate issues and problems from diverse and multiple perspectives. Once in a work setting, the inquiry-oriented approach can help alleviate teacher stress caused by a sense of loss of control over professional responsibilities. This "deskilling" process can be halted by empowering teachers with the ability to reflect upon, confront, and change job-embedded and structural sources of discomfort. At the University of Wisconsin, the inquiry-oriented approach has required that pedagogy and classroom practices exemplify the quality of inquiry that is sought. Consequently, student teachers, cooperating teachers, supervising graduate students, and faculty are playing an increasingly greater role in determining the direction of their program. (FG)

ED216005 SP020218

Maxey, Phyllis F.

A Consultant in the Student Teaching Triad.

Spons Agency-California Univ., Los Angeles. Teacher Education Lab.
Pub Date Mar 82
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Consultants; *Cooperating Teachers; *Field Experience Programs; Graduate Students; Helping Relationship; Higher Education; *Preservice Teacher Education; Student Teacher Relationship; *Student Teachers; Student Teacher Supervisors; Student Teaching; *Teacher Supervision
Identifiers-University of California Los Angeles

In 1980, the teacher education program at the University of California at Los Angeles initiated the position of consultant to complement the student teaching triad (student teacher, cooperating teacher, and university supervisor). Consultants were doctoral students who visited the schools to assist the student teachers and cooperating teachers and to serve in a nonevaluative role as resource person, observer, coach, and problem solver. A study of ten consultants and their triads was conducted during the second year of implementation. Through interviews and observation, it was concluded that the innovation faced many of the problems common to change in an organization: unclear role definitions; inadequate training of the consultants; and insufficient time allotted for developing a working relationship with cooperating teachers. The study also showed, however, that both student teachers and cooperating teachers are receptive to the idea of a nonevaluative consultant. Effective consultants helped to improve communication between members of the triad and between the school and the university. Consultants supplied student teachers with additional feedback, advice, and suggestions as well as emotional support during the stressful student teaching experience. (Author/FG)

ED216067 UD022242

Instructional Manual: Reading. E.S.E.A. Title One.

Phoenix Union High School District, Ariz.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.
Pub Date Aug 81
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Compensatory Education; *Diagnostic Teaching; Educationally Disadvantaged; High Schools; Profiles; Program Evaluation; *Program Implementation; *Reading Diagnosis; *Remedial Programs; *Remedial Reading; Student Evaluation; Student Records
Identifiers-Elementary Secondary Education Act Title I; Phoenix Union High School District AZ

This manual provides guidelines for implementing the instructional program in reading prescribed for the Basic Skills Project of the Phoenix, Arizona, Union High School District. The project supplements instructional efforts for students whose basic skills in reading, English/writing, and mathematics are in greatest need of improvement. The instructional program uses an individual diagnostic/prescriptive approach, and the manual describes the process of diagnosing student strengths and weaknesses through the preparation of diagnostic profiles and student folders. The following components of instruction and their implications for Title I classes are discussed: educational goals and objectives, instructional materials, activities, instructional diagnosis, learning time, evaluation, and time spent on a task. Also discussed are the maintenance of student records, the use of instructional aides, the conduct of Parent Advisory Council meetings and other staff/inservice meetings, and monitoring procedures. The manual recommends the use of the High Intensity Learning System (H.I.L.S.) as a basis for developing student diagnostic profiles in reading. The H.I.L.S. identifies specific diagnostic areas for reading, which fall under the categories of word study, comprehension, and applied skills. The specific areas are listed in the manual. (Author/MJL)

ED216087 UD022273

Newtown High School, Queens Chinese/Korean Bilingual Language Arts Resource Center. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date [81]

Grant-G007804261

Note-58p.; New York State Chapter 720, Project No. 5001-56-17607 and 5001-56-18401. For a related document, see ED 201 687.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement; *Achievement Gains; *Bilingual Education; *Chinese Americans; Community Involvement; Counseling Services; Curriculum Development; English (Second Language); High Schools; *Korean Americans; Language Arts; Native Language Instruction; Physical Education; Program Content; *Program Effectiveness; Science Curriculum; Social Studies; Staff Development; Student Attitudes

Identifiers-Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education

This report describes and evaluates the bilingual education program provided by the Language Arts Resource Center for high school students of limited English proficiency whose dominant language was Chinese or Korean. The program served students in the attendance area of Newton High School in Queens, New York City, as well as students at six consortium schools in Queens. As implemented in 1980-81, the program provided instruction in English as a Second Language; native language instruction; and bilingual coursework in science, social studies, language arts, and physical education. Aside from instruction, program activities included curriculum and materials development, staff development, counseling and testing services, and opportunities for parent and community involvement. Evaluation showed that students had generally favorable attitudes toward the program and demonstrated academic achievement gains in all areas assessed. The report includes recommendations for greater program effectiveness. (MJL)

ED215633 HE014997

Campanella, Frank B.; And Others

Management Development for Colleges and Universities.

Boston Coll., Chestnut Hill, Mass.
Spons Agency-Mobil Foundation, Inc., New York, NY.
Pub Date Apr 81
Note-169p.
Available from-Boston College, Chestnut Hill, MA 02167.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Administrator Role; Church Related Colleges; *College Administration; College Environment; College Planning; College Role; Educational Finance; Educational Objectives; Employment Practices; Evaluation Methods; *Governance; Higher Education; Instructional Materials; *Management Development; Management Information Systems; Money Management; Personnel Policy; *Professional Training; Program Development; Program Evaluation; School Organization
Identifiers-*Boston College MA; Institutional Mission

Boston College's Management Development Program, which provides 12 weeks of formal management education, is described, and examples and models of materials are presented. Attention is directed to program planning, design, and results; problems encountered; and issues pertaining to advanced-level management development, particularly as it relates to skills development, manpower planning, and career development. For each of the following 14 program units, information is presented on objectives, format, major topics, reading assignments, and evaluation results: university goals; organization, functions, relationships; university governance; university planning; academic administration; financial and business operations; enrollment management; management information systems; university relations; behavior in organizations; management in student life areas; university personnel relations; planning and conducting effective meetings; and program summary and conclusion. Approaches for measuring and monitoring the program include direct observation, written evaluation, group discussion, and supervisor survey. Key factors that have been critical to the success of the program and experiences with respect to the following areas include: program objectives, participants, content, methods, logistics, and schedule. Appended materials include: examples of program announcements and letters, teaching materials, program evaluation form and survey, and descriptions of the second phase of the program. (SW)

ED215650 HE015034

Ellis, Susanne D.

1980-81 Survey of Physics and Astronomy Bachelor's Degree Recipients.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

Report No-AIP-R-211-13

Pub Date Mar 82

Note-10p.

Available from-American Institute of Physics, 335 East 45 Street, New York, NY 10017.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Aspiration; *Astronomy; Bachelors Degrees; *Career Planning; Degrees (Academic); Educational Background; *Employment Patterns; Foreign Students; *Graduate Study; Higher Education; Military Service; Minority Groups; Occupational Aspiration; *Physics; Salaries; *Student Characteristics; Undergraduate Students

The postbaccalaureate plans of 1980-1981 physics and astronomy graduates were surveyed and compared with previous graduates. Data are presented on annual changes in postbaccalaureate plans during 1971-1981 with respect to the following options: physics graduate study, other graduate study, civilian employment, military service, and undecided. Postbaccalaureate plans are also correlated with the following characteristics: sex, citizenship, age, minority status, double major, and type of undergraduate institution. Data are also presented on: the students' secondary school training in physics, U.S. and foreign minorities among physics bachelors, seven minority groups, sources of anticipated support for first-year graduate study (1979-1981), changes in employment outlook for new physics bachelors (1973-1981), initial employment of physics bachelors (1974-1981), starting salaries of 1981 physics bachelors, and full-time employment of 1981 physics bachelors. Additionally, plans of graduating classes of astronomy bachelors (1974-1981) and characteristics and starting salaries of 1981 astronomy bachelors are examined. Findings include the following: (1) a small shift from civilian to military employment plans was evident; (2) U.S. blacks comprise the smallest proportion of physics bachelors with plans for graduate study and the largest proportion with employment plans; (3) a decline occurred in both the number and proportion of astronomy bachelors with plans for graduate study; and (4) the percentage of physics bachelors who had not taken high school physics but planned graduate physics study quadrupled since 1970. (SW)

ED215691 IR010176

Scholars' Access to Information: Public Responsibility/Private Initiative. Minutes of the Ninety-Ninth Meeting, October 29-30, 1981, Washington, D.C.

Association of Research Libraries, Washington, D.C.

Pub Date 82

Note-100p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Depository Libraries; *Federal Government; *Government Publications; *Government Role; *Information Dissemination; Information Needs; Information Services; *Information Sources; Librarians; Library Associations; Library Collections; Research Libraries

Identifiers-*Access to Information; National Commission Libraries Information Science

This set of minutes from a semiannual meeting of the Association of Research Libraries includes two presentations: "Some Reflections on User Needs and the Information Transfer Process," a talk on government publications and the public's right to know by Joseph Morehead, and "A Commentary on the NCLIS Public Sector/Private Sector Task Force and Its Report," by Robert M. Hayes. Reactor panel comments on the two addresses reflecting views from government, libraries, and the information industry, are followed by a general discussion of the topics addressed and a set of reports from ARL executives and committees. Among the nine appendices to the minutes are the annual reports of the Committee on Interlibrary Loan, the Committee on ARL Statistics, the Membership Committee on Nonacademic Libraries, the ARL Task Force on Bibliographic Control, and the ARL Task Force on Collection Development. Also appended is a membership roster for the association as of 1981. (JL)

ED215731 JC820202

Course Registration Report, University of Hawaii, Community Colleges, Spring 1982.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No-MIF-31
Pub Date May 82
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Class Size; *College Programs; *Community Colleges; *Courses; *Enrollment; *Enrollment Trends; Full Time Equivalency; General Education; School Statistics; State Surveys; Student Teacher Ratio; Two Year Colleges; *Two Year College Students; Vocational Education
Identifiers-*Hawaii

Spring 1982 course registration data are presented for regular credit programs at the six Hawaii community colleges (i.e., Honolulu, Kapiolani, Kauai, Leeward, Maui, and Windward). Table 1 provides a course registration summary by campus, which contrasts fall 1981 and spring 1982 data in the areas of numbers of courses, classes, and semester hours; student registrations and semester hours (SSH); course full-time equivalent (FTE); and student and instructor contact hours. Table 2 offers data on average class size by program and campus for 1981-82. Table 3 summarizes course registration by program, Table 4 illustrates number of classes and average class size by program, and Table 5 shows SSH and course FTE by program. The remaining 18 tables provide detailed information for each campus. As noted in the report highlights, (1) all course registration measures except the number of courses and semester hours offered dropped slightly from fall 1981 to spring 1982; (2) the number of courses offered increased at all campuses and resulted in a net increase of 7.5% over fall 1981; (3) average class size in spring 1982 was 23 students, compared to the fall average of 24; (4) the average size of general education classes was consistently larger than that of vocational education classes; and (5) general education offerings accounted for 53.3% of the total courses and 61.6% of the total classes. An appendix defines terms. (KL)

ED215750 JC820234

Report for Florida Community Colleges, 1980-81. Part 2: The Community College System in Florida.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

Pub Date Apr 82

Note-39p.; For a related document, see JC 820 214.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Organization; Adult Education; *Articulation (Education); *College Administration; *College Role; *Community Colleges; Community Services; Educational History; Educational Objectives; Governance; State Agencies; State Colleges; *State Legislation; Two Year Colleges; *Vocational Education

Identifiers-*Florida

This report describes the history, organization, goals, and objectives of Florida's community college system. The first section outlines the history of the state system since the establishment of the first of 28 colleges in 1933 and discusses the balance between local control and state coordination within the system. The second section presents the philosophy and goals of the state's community colleges, outlining the types of education to be provided; the increasing importance of occupational programs; and the colleges' role within the state's postsecondary educational system. The third section focuses on the organization of the state's system of public instruction and describes the functions and legislatively defined responsibilities of each of the governmental and organizational entities concerned with the community college system. The next section describes strategies and activities focused on the articulation of community college programs and services with those of other public educational institutions, and details the purposes and functions of the Professional Committee for Relating Public Secondary and Higher Education and the Articulation Coordinating Committee. Responsibilities at the district level for vocational education are specified in the fifth section, while the final section presents information on adult education and community instructional service programs. The staff members of the Division of Community Colleges are identified. (HB)

ED215790 PS012836

Sparling, Joseph, Ed.

Information Needs of Parents with Young Children: A Synthesis of 15 Child Development Information Research Studies from the Administration for Children, Youth and Families.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date Jun 80

Grant-ACYF-90-W-602

Note-84p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Abstracts; *Child Development; Demonstration Programs; Family Problems; *Information Needs; *Information Sources; Interest Research; Parent Attitudes; *Parent Education; Parenthood Education; *Parents; Research Projects; Values

Identifiers-*Adolescent Parents; Information Analysis; *Parenting; Social Support

Through a synthesis of 15 research studies, this report profiles parenting information needs and attempts to increase understanding of potential sources of parenting information. It is suggested that the synthesis may assist (1) needs-assessment for program planning and design, (2) development of information strategies or products for parents, and (3) implementation of parent education programs or program components. Descriptive research projects and intervention projects were included for dissemination because they were current and emphasized child development. Jointly, the 15 projects focus on two major areas of the needs domain (parent interests and problems), two external shaping factors (parent attitudes and values), and two resource elements (channels of information and sources of informal and formal supports). The five demonstration or intervention projects sponsored by the Administration for Children, Youth and Families (ACYF) that were included in the synthesis all attempted to improve the level of parent knowledge. Concluding sections of the synthesis provide a table summarizing developmental tasks, needs, and crises of young parents, and a list of recommendations concerning parent influences on information, content areas for dissemination, appropriate amounts of information, and meeting the special needs of adolescent parents. (Lengthy abstracts of each of the projects discussed are appended.) (Author/RH)

ED215829 RC013331

Blum, Jacques

The Socio-cultural Situation of Migrants and Their Families in Denmark. The Education of Migrant Workers' Children: Dossiers for the Intercultural Training of Teachers.

Council for Cultural Cooperation, Strasbourg (France).

Report No-DECS/EGT-(79)-107

Pub Date 82

Note-24p.; For related document, see RC 013 332. Paper copy not available due to publisher's choice. Prepared by the School Education Division.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Child Rearing; *Cultural Differences; *Culture Conflict; Demography; Educational Opportunities; Foreign Countries; *Intergroup Relations; Migrant Children; *Migrant Workers; Parent Child Relationship; Peer Relationship; Religious Differences; Sex Role; *Social Environment; Student Teacher Relationship

Identifiers-*Denmark; *Turkey

Based on 35 comprehensive, qualitative interviews with selected Danish teachers, school advisers, education authorities, and Turkish families and school children, this report discusses the problems of socialisation and education due to the religious and cultural differences between Danes and Turkish migrant workers. Demographic data provide information on the housing and occupations of the 10,299 Turkish migrant workers resident in Denmark and the opportunities for vocational training and other studies open to migrant children. The relationship between the Turkish minority and the Danish population is discussed in terms of their differences in physical appearance, dress, religious rituals, cultural behaviour, moral beliefs and standards, sex roles, authority figures, and child rearing practices. A discussion of the situation of the Turkish pupil in the Danish school provides information on the problems encountered by the Turkish pupils regarding language barriers, the instruction, socialisation process, and the attitudes of the Danish students and teachers. The report concludes with some suggested measures to help overcome some of the difficulties encountered by Turkish migrant workers resident in Denmark. (NQA)

ED215810 RC013310

Caughman, Susan L.

New Skills for Rural Women. Report of a Training Program for Twelve Malian Community Development Workers (Banjul, The Gambia, June 7-15, 1977).

American Friends Service Committee, Philadelphia, Pa.
Pub Date 77
Note-22p.
Available from-American Friends Service Committee, Africa Desk, International Div., 1501 Cherry St., Philadelphia, PA 19102.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education; *Craft Workers; *Design Crafts; Developing Nations; *Females; Foreign Countries; Foreign Students; International Programs; Management Development; Nonschool Educational Programs; Quality Control; *Rural Development; *Skill Development
Identifiers-*Batik; Community Development Personnel; Dyes; Gambia; Mali; Rural Women; *Tie Dying

In June, 1977, a 2-week tie-dyeing and batik training program was undertaken for 12 Malian community development workers by a newly formed cooperative of urban dyers in Gambia. Need for income-producing activity for women in the Bambara regions of rural Mali led to a decision to promote cloth processing and in 1974 training sessions were held in dyeing methods using indigo, mud, and chemical dyes. Unlike deliberate efforts in Mali to create income-producing activity, Gambian businesswomen in the 1960s had perceived cloth processing as a new and exploitable market. In addition to pattern techniques, Malians studied Gambian use of dyes and color. Tie-dye trainees practiced on one yard cloth pieces and created sample pattern books to use as teaching tools in Mali. Two trainees spent three weeks at a batik workshop learning the basics of that craft, entirely new to them. Gambian designs began appearing in Mali within two months of the trainees' return, training programs were set up in several districts, and plans were underway to improve communications and quality control. Gambian dyers gained a sense of satisfaction and prestige from their roles as teachers, and a beginning realization of the benefits that can accrue from group action. (BRR)

ED215889 SE037086

Only One Science: Twelfth Annual Report of the National Science Board.
National Science Foundation, Washington, D.C. National Science Board.
Report No-NSB-80-1
Pub Date [81]
Note-221p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Computers; Environmental Education; Federal Programs; *Medical Research; Medicine; *Natural Sciences; Pesticides; Radiology; Science Education; *Scientific Enterprise; *Scientific Research; Seismology; Semiconductor Devices; *Social Sciences; Surveys; Technology
Identifiers-National Science Foundation; *Science and Society

Departing markedly from previous reports to Congress by the National Science Board, this document presents in an informal, narrative style six stories depicting scientific discoveries and their effects on society. Drawn from the physical, biological, medical, and social sciences, topics discussed include: (1) computers and semiconductors; (2) seismic exploration for oil and gas; (3) survey research and opinion polls; (4) pesticides and pest control; (5) synthetic fibers; and (6) x-rays for medical diagnosis. Each chapter examines the technological, social, and political aspects of these current issues and illustrates how major scientific developments most often emerge from the combined efforts of individuals, universities, industries, and government. Illustrations and photographs complement the text. The publication is not intended as a policy or budgetary guide but as an example of the interrelationship between science and the general welfare of society. (DC)

ED215910 SE037666

Owen, John M.

The Australian Science Education Project - A Study of Factors Affecting Its Adoption and Implementation in Schools.

Pub Date 79

Note-358p.; Ph.D. Dissertation, Monash University.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Curriculum Development; Curriculum Evaluation; Foreign Countries; Instructional Materials; *Program Evaluation; *Science Curriculum; Science Education; *Science Programs; Secondary Education; *Secondary School Science; Surveys

Identifiers-*Australian Science Education Project; *Science Education Research

This study evaluated the impact of the Australian Science Education Project (ASEP) which, during 1969-1974, produced learning materials for secondary school science courses. The extent to which ASEP materials had been adopted and used by secondary schools, variation in adoption and use between states and factors associated with this variation, implementation of ASEP ideas and materials in schools, and factors affecting implementation were examined. Methodology included surveys of about 300 schools and case studies of selected state educational systems and schools. Findings indicated that about two-thirds of Australian schools adopted ASEP materials within two years of their publication, large variations in levels of adoption occurred between schools and that the state in which the school was located was associated with variation in adoption. High levels of adoption were related to teacher access to ASEP ideas/materials, to availability of curriculum guidelines sympathetic to ASEP rationale, and to encouragement for schools to change their curricula. Implementation was also related to climate of innovation in science departments. Findings suggest that effective dissemination and implementation require continuous system-level support and that users possess certain attributes, including receptivity to change, cooperation between schools, and effective organization of materials and facilities. (Author/JN)

ED215967 SP020021

Doda, Nancy; Lounsbury, John H., Ed.
Teacher to Teacher.
National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-65p.
Available from-National Middle School Association, P. O. Box 968, Fairborn, OH 45324 ($3.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents; Class Activities; *Classroom Techniques; Developmental Stages; Discovery Learning; Experiential Learning; Helping Relationship; *Humanistic Education; Interpersonal Relationship; Junior High Schools; Mainstreaming; *Middle Schools; Student Motivation; *Student Needs; *Student Teacher Relationship

The problems and challenges of teaching adolescents are discussed in this collection of essays on middle school education. Part I introduces five basic themes that underly suggestions and considerations offered in subsequent writings. These basic themes--Community, Caring, Connectedness, Color, and Collaboration--are the "Five C's" that form the foundation for specific programs and practices discussed in the remaining essays in this booklet. Part II contains reflections on the values of affective education and the concept of teacher teaming. Exploratory programs and courses in the middle school's curriculum are the subject of one essay in this section, and multiage/multigrade grouping is discussed in another. In Part III, five essays deal with the advisory role of the teacher, cooperative teaching, instructional priorities, self-directed learning, and reading programs. The final section contains four essays on the topics of preventive discipline, student responsibility, and managing mainstreamed students. The last essay presents a series of resolutions for middle school teachers. (JD)

ED216027 TM820180

Sherman, Ann L.; Lincoln, Yvonna S.

The Potential of Naturalistic Methods for Evaluating Visual Arts Education Programs.

Pub Date Jun 82

Note-18p.; Paper submitted to the Institute for Visual Arts Administration, University of Missouri-Columbia (Columbia, MO, June 1-12, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Assessment; Evaluation; *Evaluation Methods; *Program Evaluation; *Visual Arts

Identifiers-Educational Criticism; Illuminative Evaluation; *Naturalistic Evaluation; Responsive Evaluation

An overview of four models of naturalistic evaluation of arts education is presented for visual arts education administrators: illuminative, responsive, criticism, and naturalistic. The first method is illuminative evaluation. It focuses on description and interpretation, rather than standardized measurement and control. Concentrating on the crucial concepts of the instructional system and the learning milieu, it is flexible enough to evaluate any situation. Responsive evaluation focuses on arts education. The evaluator gathers data from the educational setting and responds to program activities, testimonies, and other stimuli in the educational setting. It is narrative and relies upon data obtained through participant-observation and interviews. The responsive evaluator makes no judgments about the educational value of the information obtained. He or she provides the school district decision makers with the information they requested in the evaluation. Educational criticism consists of the interrelated components of description, interpretation, and evaluation. The educational critic relies on perceptive skills honed by knowledge and experience. An educational criticism consists of descriptive, interpretive, and evaluative sections. Naturalistic evaluation is claimed to be more suitable to most social, behavioral or artistic phenomena than are rationalistic axioms. Naturalistic evaluation is a qualitative, rather than quantitative approach. (DWH)

ED216048 TM820230

McIntire, Ronald G.

Reasonable Evaluation Expectancies for Supervisors Observing Classroom Effectiveness.

Pub Date Oct 81
Note-17p.
Available from-Paper presented at the Joint Conference of the Evaluation Network and the Evaluation Research Society (Austin, TX, September 30-October 3, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; Academic Failure; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; Learning Readiness; *School Entrance Age; *School Readiness; *Sex Differences; *White Students
Identifiers-*National Assessment of Educational Progress

The evaluation expectations for supervisors observing teacher effectiveness in the classroom are discussed. The classroom observer can identify and describe teaching effectiveness. A trained supervisor should have many frameworks for observing teachers based on the needs of the teacher, type of lesson, and maturity of the students. The use of preordinate and responsive evaluation techniques reduces bias and error in observation. Clear operational definitions of ambiquous terms will aid in communication between the classroom teacher and the observer. The observer should record relevant aspects of classroom teaching behaviors in a reliable and valid manner. A supervisor can aid a teacher in many ways. It is of the utmost importance that the observer and the teacher fully understand each other's frame of reference. The classroom observer must conduct several observations to insure a reliable measure of the teacher's ability. The framework of students' motivation by the classroom teacher was detailed as an illustration of methods supervisors may use to improve teacher effectiveness. (DWH)

ED215669 IR010104

Wheeler, Patricia; And Others

Formative Review of the Critical Television Viewing Skills Curriculum for Secondary Schools. Volume I: Final Report. Volume II: Teacher's Guide: Reviewers' Suggested Revisions.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Jul 79

Contract No-300-78-0495

Note-375p.; Formative review prepared by Educational Testing Service.

For related documents, see IR 010 102-107.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Educational Objectives; Evaluation Methods; Evaluative Thinking; *Formative Evaluation; *High School Students; Questionnaires; Secondary Education; *Skill Development; *Teaching Guides; Television Curriculum; *Television Viewing; Textbooks

Identifiers-*Critical Television Viewing Skills Project; Educational Testing Service

This formative review of a project designed to help high school students become more discriminating television viewers (1) presents a description of the curriculum designed during the project to foster critical television viewing in teenagers, (2) outlines the major tasks involved in the formative review of the curriculum, and (3) presents and discusses the results of the formative review process. After a brief introduction to the project, a detailed account of the formative review is presented, including discussions of the design of the review process, the identification of qualified reviewers, the development of the evaluation instrument, data collection, and data processing and analysis. The results of the data analysis are then examined, with specific attention given to the teacher's guide and to a unit-by-unit analysis of the student textbook on television viewing. The conclusions and recommendations of the review panel close the report. A set of 29 data tables accompany the text. Appended are a list of the reviewers, the curriculum review form, and a list of alternative curriculum titles. A copy of the Teacher's Guide with revisions suggested by the reviewers is also attached. (JL)

ED215713 JC820129

Blai, Boris, Jr.

Effective College Teaching Facilitates Student Thinking at a Junior College.

Pub Date 82

Note-8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development; *College Students; Females; Postsecondary Education; Private Colleges; State Colleges; *Student Attitudes; *Student Evaluation of Teacher Performance; Surveys; *Teacher Characteristics; *Teacher Effectiveness; *Teaching Skills; Two Year Colleges; Two Year College Students

Identifiers-*Harcum Junior College PA

A survey was conducted at Harcum Junior College, a private, independent college for women, to ascertain student perceptions of the pedagogical characteristics of teachers who they believed had been most successful in developing their thinking processes. The responses of 390 students, 78% of the total student body, were compared with the responses of 117 male and female students attending a 4-year state college in New York and of 184 male and female students attending a University Center in New York to a similar, previously conducted survey. In both studies, students were asked to select from among 13 instructor characteristics the three that had the greatest impact on their thinking. A high level of agreement was found among all three groups with respect to the five most influential qualities; i.e., expert knowledge of subject; ability to stimulate student interest; enthusiastic attitude toward subject; ability to explain clearly; and systematic organization of subject matter. Among the qualities viewed by students as having the least impact on their thinking processes were attempts to use individualized instruction, tolerance toward student disagreement, and fairness in marking and grading tests. (Author/HB)

ED215770 PS012812

Melvin, James H.

Play Spaces to Accommodate Disabled Children. Research Project 14.

Canada Mortgage and Housing Corp., Ottawa (Ontario).
Pub Date 80
Note-111p.; Part of the research program undertaken by the Children's Environments Advisory Service for the International Year of the Child.
Available from-Canada Mortgage and Housing Corporation, Canadian Housing Information Centre, Montreal Road, National Office, Ottawa, Ontario, Canada K1A 0P7 (free of charge).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies; Childhood Needs; *Design Requirements; *Disabilities; Facility Expansion; Facility Planning; Guidelines; *Play; Playground Activities; *Playgrounds; *Site Development; Site Selection
Identifiers-*Integrated Playground Facilities

This report deals primarily with the design of an integrated free play environment for both able-bodied and disabled children. First, the different types of handicaps (and their debilitating effects) which affect children, and the different mobility aids which are used by these children are discussed. Then, a number of guidelines concerning selection of the playground site, space allocation, and play opportunities are presented along with preliminary ideas for play space design. Also included is a case study which illustrates possible modifications to existing play facilities so that disabled and able children can play together. A one page list of common poisonous plants is appended, and a bibliography is attached. (MP)

Campbell, M. Anne

Musings of a Chief State School Officer on Nurturing Rural Schools. Keynote Address.

Pub Date 3 May 82
Note-10p.; Paper presented at the Rural Education Seminar: "Ensuring Excellence in Education for Rural America" (Washington, DC, May 3, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change; Delivery Systems; *Equal Education; *Futures (of Society); *Rural Schools; State Action; *State Departments of Education; *State School District Relationship; *Superintendents; Urbanization

Education in rural schools is alive, working to provide quality education through different organizational configurations, and experiencing many changes as it strives to meet the needs of all rural children for a quality education. In the nurturing of rural schools, the State must assist in making it possible to adequately finance justifiable small rural schools; assure quality preparation of teachers and administrators to serve in rural areas and adequately plan for continued staff development; assist in the coordination of providing additional educational services such as special and vocational education to rural schools; provide support for curriculum development; encourage rather than mandate high performance standards; provide for dissemination of research findings and programs that work; and finally, and perhaps most important of all, recognize and accept rural education as a vitally important part of the state's educational system. In concert with all the actors on the rural scene, state departments of education must work to equalize financial burdens and compensate rural school districts for costs associated with small scale and sparsity. (BRR)

ED215867 SE037055

Rogerson, Alan, Ed.

Co-operation Between Science Teachers and Mathematics Teachers. Volumes 1-6.

International Council of Scientific Unions, Paris (France).

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date [78]

Note-219p.

Available from-John Goodman & Sons (Printers) Ltd., Cardigan Street, Birmingham, England B4 7RS

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biology; Calculus; Chemistry; Geography; Inservice Teacher Education; Instructional Materials; Interdisciplinary Approach; *Mathematical Applications; Mathematical Models; *Mathematics Instruction; Models; Physics; *Science Instruction; Secondary Education; *Secondary School Mathematics; *Secondary School Science; *Teacher Education

This document contains six separate works, titled: (1) Functions and Physics; (2) Links Between Geography and Mathematics; (3) Our Inheritance: Common Ground for the Mathematics and Biology Teacher; (4) Mathematics and Chemistry: The Classroom Interface; (5) Mathematical Modeling; and (6) Mathematical Modeling with Calculus. This series of booklets arose out of a conference held in Bielefeld, West Germany, in 1978, which brought together teachers of mathematics and science. The materials are geared towards providing common ground for cooperation between mathematicians and scientists, through pointing out areas where interests overlap. While the presentation is geared largely towards teacher education, much is presented with a view towards use in mathematics and science classrooms, primarily in the secondary schools. (MP)

ED215930 SO014006

Banks, James A.

Reducing Prejudice in Students: Theory, Research, and Strategies.

Pub Date 3 Feb 82

Note-37p.; Paper presented for presentation in the Kamloops Spring Institute for Teacher Education Lecture Series (Burnaby, British Columbia, February 3, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Change; *Behavioral Science Research; *Behavior Theories; Change Strategies; *Educational Strategies; Elementary Secondary Education; *Ethnic Bias; Ethnic Studies; Multicultural Education; *Racial Bias; Research Utilization; School Role; State of the Art Reviews

This paper reviews theories and research studies concerning prejudice and suggests strategies for reducing prejudice in students. The first half of the paper describes theories and research studies. A summary of Arnold M. Rose's critical analysis of the older, simpler theories of prejudice and of the more complex modern psychological explanations is presented. Simpson's and Yinger's comprehensive theory of prejudice is examined. Personality theories of prejudice which consider personality as the most important variable in the formation of bigotry are discussed and flaws are pointed out. Personality studies are described and social structure theories of prejudice are reviewed. The last half of the paper uses research results to suggest strategies for reducing prejudice in the schools. For example, research indicates that visual materials such as pictures and films greatly enhance the effectiveness of attempts to change racial attitudes. Therefore, the author suggests that for a school intervention program to be successful, teachers must use multiethnic teaching materials that present ethnic minority groups in a favorable and realistic fashion. This is a micro approach to prejudice reduction. But because the school is an interrelated social system, each part of which shapes and influences the racial attitudes and behavior of students, the intervention program must also take a macro approach to reducing prejudice and be institutional and comprehensive in nature. Both the manifest and hidden curricula must be reformed. The paper emphasizes the need for an interdisciplinary conceptual curriculum and for teaching multi-ethnic perspectives. (RM)

ED215949 SO014049

Schine, Joan G.; Harrington, Diane

Youth Participation for Early Adolescents: Learning and Serving in the Community. Fastback 174.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No-ISBN-0-87367-174-0
Pub Date 82
Note-34p.; Photographs may not reproduce clearly. Sponsored by the South Carolina State College Chapter.
Available from-Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, quantity discounts available).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescent Development; Adolescents; *Community Involvement; Cross Age Teaching; Developmental Stages; *Developmental Tasks; Elementary Secondary Education; *Individual Needs; Problem Solving; Psychological Needs; Student Experience; Student Volunteers; Youth Opportunities; *Youth Programs

Children aged 10-14 need to assume responsible and challenging roles as part of their adolescent development. Based on the physical, social, moral and ethical, and emotional developmental characteristics of this age, adolescents need to discover and test new skills; develop a sense of competence; socialize to develop close friendships; take part in the world of adults; test a developing morality and value structure in authentic situations; and know that they can speak and be heard, that they can make a difference. Adolescents can accomplish much more than is usually assumed by participating in actual programs in which they take such roles as community problem solvers, peer tutors, museum guides, and hospital interns. For example, a community service program in a Long Island middle school is a successful youth participation program in action. For 10 weeks a group of seventh graders spend one morning a week as teachers in a local Head Start program. They have responsibility for designing and conducting the lesson, gathering materials, and evaluating their accomplishments. Although there are issues and barriers as teachers and administrators seek to initiate and manage youth participation programs, the rewards are worth the efforts as the resources of this early adolescent group are tapped. (Author/NE)

ED215987 SP020126

Wyatt, Carolyn; And Others

The Effectiveness of the Teacher Corps Network System in Creating Better Linkages Between Schools, Federally Funded Projects, and Colleges of Education: Perceptions from Participants.

Pub Date 81

Note-41p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982) and at the Annual Meeting of the National Council of States on Inservice Education (New Orleans, LA, November 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cost Effectiveness; Educational Cooperation; Elementary Secondary Education; *Information Dissemination; Inservice Teacher Education; Linking Agents; Networks; *Organizational Effectiveness; *Participant Satisfaction; *Program Attitudes; Self Evaluation (Groups); Summative Evaluation; Teacher Centers; Teacher Education Programs; Technical Assistance

Identifiers-*Teacher Corps

This paper reports on a study of the evaluative perceptions of people who had worked with Teacher Corps in 12 regional networks. Respondents to the study questionnaire included 155 project directors, 11 executive secretaries, 120 deans of colleges of education, three national program officers, and 38 individuals who had been involved with Teacher Corps in other capacities. The 86-item questionnaire addressed: (1) information dissemination; (2) communication and collaborative decision making; (3) time- and cost-efficient program management; (4) provision of technical assistance for individual projects; (5) enhancement of professional development; (6) effectiveness of role functions within the network; and (7) global perceptions of Teacher Corps networks and desirability of network reinstatement. Results in each category are discussed, and comparisons between respondent groups are analyzed. A positive conclusion is reached on the effectiveness of networking for information dissemination among geographically disparate groups that share a common goal. Tables appended to the report show the responses of project directors, deans, and others to each question, as well as the percent of responses to each question for the total group of respondents. (FG)

ED216006 SP020219

Egan, Kathleen Batato

Carol, Laurie, and Rita: Three Persons in the Act of Becoming Teachers.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Grant-NIE-G-81-0009
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cooperating Teachers; Higher Education; *Individual Characteristics; *Individual Differences; Preservice Teacher Education; Professional Development; Student Teacher Relationship; *Student Teachers; Student Teacher Supervisors; Student Teaching; *Teacher Background; Teaching Experience
Identifiers-*Student Teacher Attitudes

This paper portrays three student teachers, in the same teacher education program, who were placed in a highly structured school for their field experience. The study focuses on how individual student teachers develop perspectives toward teaching and interpret school experiences. Individual case histories are presented, based on interviews with the student teachers and their cooperating and supervising teachers, questionnaires, and classroom observations conducted over a five-month period. Factors other than setting and personality--specific events and people--influenced student teachers' views. Although actions of the three student teachers were similar at times, due to school-designed practices, the student teachers developed divergent perspectives based on their unique perceptions. Comparisons and analyses are made, and implications for teacher education are discussed. (Author/FG)

ED216068 UD022244

Instructional Manual: Mathematics. E.S.E.A. Title One.

Phoenix Union High School District, Ariz.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.
Pub Date Aug 81
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Compensatory Education; *Diagnostic Teaching; *Educational Diagnosis; Educationally Disadvantaged; High Schools; Mathematical Concepts; *Mathematics Instruction; Profiles; Program Evaluation; *Program Implementation; *Remedial Programs; Student Evaluation; Student Records
Identifiers-Elementary Secondary Education Act Title I; Phoenix Union High School District AZ

This manual provides guidelines for implementing the instructional program in mathematics prescribed for the Basic Skills Project of the Phoenix, Arizona, Union High School District. The project supplements instructional efforts for students whose basic skills in reading, English/writing, and mathematics are in greatest need of improvement. The instructional program uses an individual diagnostic/prescriptive approach, and the manual describes the process of diagnosing student strengths and weaknesses through the preparation of diagnostic profiles and student folders. The following components of instruction and their implications for Title I classes are discussed: educational goals and objectives, instructional materials, activities, instructional diagnosis, learning time, evaluation, and time spent on a task. Also discussed are the maintenance of student records; the use of instructional aides; the conduct of Parent Advisory Council, staff, or inservice meetings; and monitoring procedures. Detailed Diagnostic Profile and Progress Record forms are presented for each unit in the mathematics course. The forms have been designed to provide data on progress toward goals identified for each student, information on students' current learning needs, and indicators of student behaviors in the course of instruction. (MJL)

ED216088 UD022274

New Utrecht High School Project IMPACT. E.S.E.A. Title VII Final Evaluation Report, 1980-81.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date [81]
Grant-G008006389
Note-43p.; Project No. 5001-56-17641. For a related document, see ED 142 667.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; *Bilingual Education; Business Education; Community Involvement; Counseling Services; Curriculum Development; English (Second Language); High Schools; Industrial Arts; *Italian Americans; *Language Proficiency; Mainstreaming; *Mathematics Achievement; Mathematics Curriculum; Native Language Instruction; Program Content; *Program Effectiveness; Science Curriculum; Social Studies; Staff Development
Identifiers-Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education

This report describes and evaluates Project Impact, a magnet program that provided instruction in English as a Second Language and in Italian language skills, and bilingual instruction in science, mathematics, social studies, industrial arts, and secretarial studies to Italian speaking students of limited English proficiency. The program, as implemented in 1980-81, aimed to develop English language skills to effect a gradual transition into the mainstream within 2 years. Aside from instruction, the program provided for curriculum and materials development, counseling and supportive services, staff development, and parent involvement. Evaluation indicated that some gains were achieved in English reading, English listening comprehension, and Italian reading. However, irregularities in the pattern of gains and in correlations between pretests and posttests suggested that the achievement data in these areas were inconclusive. In mathematics, relatively significant gains were demonstrated. The attendance rate among students in the program was significantly greater than the rate for the entire school. To enhance program effectiveness, it was recommended that evaluation procedures be improved and that communication among schools with Italian bilingual programs be increased. (MJL)

Brown, Peggy, Ed.
Lifelong Learning.
Association of American Colleges, Washington, D.C.
Pub Date Apr 82
Note-19p.
Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Development; Adult Learning; *Adult Students; Bachelors Degrees; Cognitive Style; *College Programs; Continuing Education; *Curriculum Development; External Degree Programs; Higher Education; Learning Theories; Liberal Arts; *Lifelong Learning; Nontraditional Education; Nontraditional Students; Program Descriptions; Reentry Students; *Weekend Programs
Identifiers-Andragogy; College of New Rochelle NY; Eckerd College FL; Indiana University; Marylhurst College for Lifelong Learning OR; Norwich University VT; Purdue University IN; University of Wisconsin

Selected college and university programs established to assist adults in continuing their education, earning their degrees, and learning about whatever interests them are described, and an essay on lifelong learning is presented. In "Curriculum Development for Lifelong Learning," Charles S. Claxton describes how life cycle research, adult development stages, learning styles, and adult learning theory can be used in the development of programs for adult learners. Reference is made to Tyler's (1949) model of curriculum development; William Perry's (1970) scheme of adult development; Kolb's (1976) model of learning styles, which relates especially well to curriculum design; and a theory of andragogy, which suggests that more time should be spent in planning course content and activities, and that both teacher and student should be involved in this process. The following college programs are described: Program for Experienced Learners at Eckerd College, Florida; Learn and Shop and Weekend College at Indiana University-Purdue University at Indianapolis; Focus on Nontraditional Students at Marylhurst College for Lifelong Learning, Oregon; Office of Outreach at University of Wisconsin-Green Bay; Goddard Adult Degree Program at Vermont College of Norwich University; and School of New Resources at the College of New Rochelle, New York. Additional briefer program descriptions include: Weekender Program at Keystone Junior College, Pennsylvania; Management Science Program, Limestone College, South Carolina; Weekend College, Mundelein College, Illinois,; and The Alfred North Whitehead Center, University of Redlands, California. Resource materials are also described. (SW)

ED215651 HE015037

Mac Vean, Donald S.

Who Joins a University Faculty Union?

Pub Date 5 Apr 82

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Rank (Professional); Collective Bargaining; *College Faculty; Educational Background; *Faculty College Relationship; Higher Education; Institutional Research; Motivation; Teacher Attitudes; *Teacher Characteristics; *Teacher Participation; Teacher Salaries; *Union Members

Identifiers-*Western Illinois University

Data on selected characteristics of union and nonunion members of the Western Illinois University faculty for the fall semester 1981 are presented and analyzed. For each department and college, information is presented on nonunion and union members as follows: number and percentage of faculty, sex, tenure status, term number, doctoral degree, average salary, and average age. Information is also presented on union members as a percent of the bargaining unit, compared by rank. The Western Illinois data and findings from the literature agree on two characteristics of the typical faculty union member: doctorate lacking (i.e., terminal degree not completed) and average salary. Except for the instructor group at Western Illinois, it was found that the lower the academic rank, the higher the percentage of union members. Findings from the literature indicate that the typical faculty union member is male, untenured, and young; however, data from Western Illinois did not confirm these characteristics. It is suggested that some of the Western Illinois faculty have additional motives for joining a union. It is believed that anti-administration feeling is quite strong and could have been influential in determining the decision to join a union. (SW)

ED215692 IR010177

School/Public Library Cooperation: A Community Planning Process for Illinois. Resource Supplement.

Illinois State Board of Education, Springfield. Illinois Resource and Dissemination Network.; Illinois State Library, Springfield.

Pub Date 82

Note-50p.; For related document, see IR 010 178.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies; Communication (Thought Transfer); *Cooperative Planning; Group Dynamics; Guidelines; *Library Cooperation; *Public Libraries; School Districts; *School Libraries; Seminars; *Training; Worksheets

Identifiers-*Effective Use of Resources Project; *Illinois

Intended for use in conjunction with the Illinois Office of Education's School/Public Library Cooperative Community Planning Process Training Manual, this resource supplement contains guidelines for collecting information on planning team members; a suggested agenda for a cooperative planning training seminar; a suggested seminar evaluation form; guidelines for seminar group facilitators; communications exercises for use in training seminars; an outline for a group dynamics presentation; a set of training activities on group dynamics; an outline for a presentation on the principles involved in effecting change; a problem solving exercise for use by planning teams; planning worksheets for philosophy and purpose statements, needs assessment, goals and objectives development, resource identification, and activity planning; a force field analysis exercise for group problem solving; a review of possible team sharing activities; an outline for a presentation on resource awareness; and a list of resource networks and resource providers serving Illinois. (JL)

ED215732 JC820203

Saunders, Dorcas S.

Faculty Evaluation: Process and Procedure.

Shelby State Community Coll., Memphis, Tenn.

Pub Date 81

Note-40p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Faculty; Community Colleges; *Evaluation Criteria; *Evaluation Methods; Faculty College Relationship; *Faculty Evaluation; *Peer Evaluation; Professional Development; Professional Recognition; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Effectiveness; Two Year Colleges

A two-year project was undertaken at Shelby State Community College to revise the school's faculty annual evaluation system. The first step in the development of the system was the identification and definition of five teacher roles; i.e., instruction, service to the college, professional growth, professional activities within the faculty member's area of expertise, and community or public service activities. The second step was the identification of sources of information on instructor performance in each of the roles, including student, peer, self, and supervisor evaluations. The third step was the determination of the weight or value to be placed on the information provided by each of the sources. After determining the kind of information to be gathered from each source, the final step was the development of forms, procedures, and protocol. The revised evaluation system, which is intended to support promotion and tenure considerations and to determine the need for faculty development, consists of four stages: (1) the determination by the faculty member and his/her supervisor of the emphasis he/she will place on each of the five roles; (2) the fulfillment of the agreed upon roles and responsibilities; (3) the collection by the faculty member of the necessary documents for evaluation; and (4) the evaluation itself. The bulk of this document is composed of samples of the various forms used in the evaluation process. (KL)

ED215830 RC013332

Ragoussis, Nikolaos

Greece: Socio-cultural Information. The Education of Migrant Workers' Children: Dossiers for the Intercultural Training of Teachers.

Council for Cultural Cooperation, Strasbourg (France).
Report No-DESC/EGT-(79)-113-E
Pub Date 82
Note-62p.; For related document, see RC 013 331. Paper copy not available due to publisher's choice. Prepared by the School Education Division.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Activities; Cultural Background; *Education; Educational Change; Elementary Secondary Education; *Family Characteristics; Family Environment; Family Role; Foreign Countries; Higher Education; *Migrants; Politics; Religious Cultural Groups; *Social Environment; Social Stratification; *Sociocultural Patterns; Teacher Qualifications; Teaching Conditions; Vocational Schools
Identifiers-*Greece; Greek Culture; Holidays

The report provides information on the social situation, the family, and the education system in Greece. The social situation is discussed in terms of the Greek political system, forms of society and social stratification, the linguistic situation, religions represented, social life and relationships, and 14 holidays and festivals. Information on the family covers the family's composition, family relationships, respective roles and positions of the different family members, the aim of education within the family, living and housing conditions, and eating habits. An overview of the education system from pre-school to higher education is provided. Each of the stages in education is discussed: pre-school education; primary education; secondary education (the "gymnasium," the "lyceum," technical and vocational schools, and technical and vocational lyceums); and higher education. Information is also provided on the role and relative importance of public and private institutions; teaching resources, textbooks, media, and available facilities; methods and prospects of reform; style of teaching and educational relationships; teaching conditions; system of assessment and conditions for advancement; school leaving certificates and reports; and qualifications demanded of primary and secondary teachers (initial training and in-service training). The report concludes with a 9-item bibliography. (NQA)

ED216049 TM820242

Lutkus, Anthony D.; Laskaris, George

Item Analysis of Publisher-Supplied Test Questions in Introductory Psychology.

Pub Date 25 Aug 81

Note-26p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, August 25, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Difficulty Level; Higher Education; *Item Analysis; *Item Banks; Multiple Choice Tests; Psychology; *Test Construction; Testing Problems; Test Items; *Test Selection

Analyses of student responses to Introductory Psychology test questions were discussed. The publisher supplied a two thousand item test bank on computer tape. Instructors selected questions for fifteen item tests. The test questions were labeled by the publisher as factual or conceptual. The semester course used a mastery learning format in which repeat testing was conducted using alternate test forms. Standard item analysis included the percentage of students passing and correlation coefficients. The second analysis was based on a technique used in designing the New Jersey College Basic Skills Placement Test. Each question was described as a function of the probability of a correct response for students at five ability levels as defined by total test scores. A difficulty curve for each item resulted which allowed the instructor to see if the question discriminated equally well among students at each ability level or whether the item presents problems only to students in a particular ability range. Test items with identical correlations with total test scores often yielded different difficulty curves. Difficulty curves with several different slope types were analyzed as a function of the syntactic "frame" of the question. (Author/DWH)

ED215714 JC820132

Status Survey of Guidance and Counseling Services in Michigan Community Colleges.

Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing. Community Coll. Services Unit.

Pub Date Feb 81

Note-127p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Articulation (Education); Career Counseling; *Career Guidance; *Community Colleges; *Counseling Services; Counselor Role; Institutional Research; Job Placement; Questionnaires; Staff Development; State Surveys; Two Year Colleges

Identifiers-*Michigan

In 1980, a study was conducted to determine the status of guidance and counseling at Michigan's community colleges. The Dean of Occupational Education, Dean of Student Services, and a guidance staff member from each of the 29 community colleges in the state were asked to provide detailed information on the counseling and vocational guidance services offered; job placement office status and activities; individuals with counseling or advisory responsibilities; sources of career exploration/decision-making information for students; professional development activities of guidance personnel; conduct of occupational skills needs assessments; career resource centers; articulation agreements; promotional activities conducted; needs for consultation/technical assistance; status of features considered beneficial to community colleges; exemplary models, processes, or courses in career guidance; and preferred methods for disseminating survey results. The interviews revealed that: (1) all 29 colleges provided special services for the unemployed, displaced homemakers, and nontraditional occupations, and career exploration seminars; (2) 27 schools had a formal job placement office; (3) seven colleges provided release time for professional development; and (4) 25 colleges conducted occupational needs assessments. The survey report outlines study purposes, methodology, findings, and recommendations. The questionnaire and original study report are appended. (KL)

ED215751 PS012400

Cunningham, Joseph G.; And Others

Behavioral/Emotional Screening of Head Start Children.

Pub Date Apr 81

Note-16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Problems; Classroom Observation Techniques; *Evaluation Methods; Identification; *Preschool Children; Preschool Education; *Screening Tests; *Test Validity; *Withdrawal (Psychology)

Identifiers-Project Head Start

The evaluation of a behavioral screening procedure for the detection of both conduct disordered and withdrawn children was implemented in two phases among children enrolled in a rural Head Start program. The first phase focused on preliminary identification, through teacher rankings and classroom observation, of a population of the most withdrawn and the most conduct disordered children within individual preschool classrooms. The second phase involved standardized classroom observations of identified children by trained observers. Different behaviors were targeted for each group of children, either conduct disordered or withdrawn. Children who exhibited the highest frequencies of maladaptive behaviors were selected to participate in a group social skills intervention program. Three groups were selected, two conduct disordered and one withdrawn. Each group consisted of five children. A control group of non-referred children from the same classroom was also established. Validation of the screening procedure was carried out during the baseline phase of the social skills program by trained observers who were blind to the purpose of the study and to the nature of the groups. Thirteen sessions of observations of each group were taken during two 10-minute table tasks which involved coloring a picture. Behaviors observed included on-task, out-of-chair, and disruptive activities. Teachers' rankings proved to be the most important component of the screening process. Results, which suggest that the screening procedure successfully discriminated between withdrawn children and conduct disordered children as well as between these children and non-referred controls, are discussed. (Author/RH)

ED215791 PS012838

Winick, Mariann Pezzella; Wehrenberg, Judith S.

Children and TV II: Mediating the Medium.

Association for Childhood Education International, Washington, D.C.

Report No-ISBN-0-87173-097-9

Pub Date 82

Note-67p.

Available from-Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Enrichment; *Data Collection; *Developmental Stages; Educational Innovation; Elementary Education; *Intervention; Lesson Plans; Parent Participation; Preschool Education; *Teacher Role; *Television Viewing

Identifiers-*Piagetian Stages

This guidebook focuses on the reality of children's television viewing and the possibilities open to teachers for mediating the experience to enhance children's development and enrich the school curriculum. A Piagetian framework is used to examine and structure material suitable for the classroom. Part I of the guide reviews the historic development of systems of communication and describes the role of television in the lives of 2- to 3-year-olds, 4- to 6-year-olds, 7- to 9-year-olds and 10- to 12-year-olds in relationship to preoperational thought and concrete operations. Part II introduces teachers to ways of increasing their knowledge of their students' television viewing by describing the use of oral and written surveys and TV logs. Guidelines for setting up a classroom TV resource area are provided. Part III consists of developmentally appropriate sample lessons designed to help children understand the nature of TV. Each lesson indicates appropriate developmental stage, related Piagetian operational functions, applicable curriculum areas, a learning activity, types of TV programs suited to the activity, needed materials, and specific tasks related to the learning activity. The concluding section, Part IV, describes ways (e.g., parent meetings, workshops, and study groups) of involving parents in the television viewing learning activities program.

(Author/RH)

ED215811 RC013311

Miner, Joshua L.; Boldt, Joe

Outward Bound U.S.A.: Learning Through Experience in Adventure-Based Education.

Report No-ISBN-0-688-00414-8
Pub Date 81
Note-395p.; Paper copy not available due to publisher's choice.
Available from-Wm. Morrow & Co., Inc., 105 Madison Ave., New York, NY 10016 (HC $17.95, PC $8.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adventure Education; Autobiographies; Delinquency; Disadvantaged Youth; *Educational Change; Educational History; Educational Objectives; Educational Strategies; *Experiential Learning; Females; Higher Education; *Individual Development; *Leaders; Outdoor Education; Secondary Education; Self Actualization; Student Centered Curriculum; Swimming; Values
Identifiers-Drownings; Hahn (Kurt); *Outward Bound; Project Adventure; United States

Joshua Miner recounts his 30 years' experience with people and places significant to the history of Adventure-Based Education and Outward Bound in the United States. Fourteen Outward Bound schools visited or assisted by Miner are described in chapters recording events such as the school's inception, daily activities, individuals enrolled, and significant experiences or efforts at the school contributing to the growth of Outward Bound. Prominent individuals influencing adventure-based education and their contributions are identified and include: Kurt Hahn, the founder of Outward Bound; Fred Lanoue who devised the drownproofing technique; Charles Froelicher, founder of Outward Bound in the U. S.; and Rev. William Coffin, overseer of Peace Corps training using Outward Bound techniques. Four chapters recall stages and events leading to Outward Bound's work with juvenile delinquents, young women, the disadvantaged, and adjudicated youth.

Other chapters (Into the Education Mainstream, Alternate Semester, College Orientation, Upward Bound & Outward Bound, and Project Adventure) present various schools' approaches to Outward Bound and recount how the approaches were initiated, citing students' personal feelings and describing enlightening events that occurred as a result of Outward Bound in schools. The last two chapters conclude with Outward Bound's mission and accomplishments. (ERB)

ED215890 SE037087

Chambers, Donald L., Ed.
Guidelines to Mathematics, K-8.
Wisconsin State Dept. of Public Instruction, Madison. Div. of
Instructional Services.
Report No-WSDPI-BULL-2126
Pub Date Sep 81
Note-84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Objectives; *Curriculum Design; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; *Guidelines; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction
Identifiers-*Wisconsin Department of Public Instruction

This document is a revised edition of the 1967 Guidelines to Mathematics, K-6, and is thought to reveal few changes in detail and no changes of substance. The guidelines are seen as firmly rooted in the successful curriculums of the past while encouraging changes appropriate to the needs of students who will be adults in the computer age. Major sections include: (1) Mathematics Instruction: A Point of View; (2) Key Mathematical Content Objectives and Related Instructional Objectives; (3) Problem Solving; (4) Adjusting Mathematics Programs to Student Abilities; (5) Evaluation and Testing; (6) Criteria for Program Development; (7) An Agenda for Action: Recommendations for School Mathematics of the 1980's (NCTM); (8) Position Paper on Basic Skills; and (9) Bibliography. The document lists instructional objectives separately for grades kindergarten through grade eight. Each grade has objectives listed under the following headings, where appropriate: Sets and Numbers; Numeration Systems; Order; Number Systems, Operations and Their Properties; Ratio and Proportion; Computation; Size and Shape; Sets of Points; Symmetry; Congruence; Similarity; Constructions; and Coordinate Systems and Graphs. (MP)

ED215911 SE037755

Ashcraft, Mark H.; Hamann, Mary Sue
The Evolution of Children's Mental Addition.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 82
Grant-SED-80-21521
Note-12p.
Available from-Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, March 18-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Addition; *Cognitive Processes; Educational Research; Elementary Secondary Education; *Mathematics Education
Identifiers-*Mathematics Education Research; *Mental Computation

Students in grades 1, 4, 7, and 10 were tested in a two-part investigation of simple and complex mental addition (with college students as a reference point). One session involved a normal reaction time task in which children made true/false judgments about a series of addition examples. The other session involved a verbal protocol interview, the results of which are compared to the time-based results for an examination of children's mental addition performance. The hypothesized shift from counting to memory retrieval seemed to occur at about fourth grade, although older students continued to rely on immature processing for certain example types. A subgrouping of the fourth graders by mathematical ability was possible, yielding a strong effect on the reaction time measure. (Author/MNS)

ED215968 SP020022

Albertson, Roxanne M.

Certification Changes--Whose Leadership Role, Professional Preparation or State Directors?

Pub Date 82

Note-8p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accrediting Agencies; *Change Agents; Elementary Secondary Education; *Physical Education; Policy Formation; *Professional Associations; State Boards of Education; State Standards; *Teacher Certification; Teacher Educators

Identifiers-AAHPERD

Changes are needed in certification standards for professionals in the health, physical education, and recreation fields. Because certification for individuals differs from program accreditation, which is already controlled by the profession, certification leadership structures must change. Until the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) takes the lead in setting standards for certification for each of the professional areas it serves, state agencies will continue to control inadequate or disjointed certification standards. State and federal agencies that often know little about area specializations will continue to establish directions, policies, and curricular content which will be interpreted as certification regulations by bureaucratic agencies. If national accreditation standards are developed and implemented by qualified professionals in program areas, AAHPERD should be able to determine qualifications necessary for individuals to practice within specialized areas. (JD)

ED216028 TM820181

Jensen, Arthur R.

Political Ideologies and Educational Research.

Pub Date 20 Mar 82

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research; Nature Nurture Controversy; *Political Influences; Power Structure; *Research Problems; Social Science Research; Sociology

Identifiers-*Marxist Approach; *Objectivity; Sociology of Science

There is a growing awareness among scientists and researchers in every field that the selection of problems for research, the guiding theories, the interpretation of evidence, and resulting conclusions can be, and in fact often are, shaped by political or social ideology. If infused with keenly critical vigilance, such awareness affords the best safeguard to the integrity of research workers. Researchers need not be helpless puppets of one or another social ideology. Indeed, the work of researchers is justified only in its ability to fulfill the ideal of scientific objectivity. The purpose and products of research fulfill a potentially valuable role in society by exerting a unique and independent force in the political scene. The heredity-environment issue can provide a test case of the Marxist sociology of science. The evidence for this test case refutes the notion that the conclusions of research in the human sciences only reflect the ideology of the groups in power. (Author/BW)

ED215670 IR010106

Dondis, Donis

The Development of Critical Television Viewing Skills in Post-Secondary Students. Final Report (Phase I, September 30, 1978-December 31, 1979. Phase II, March 1, 1980-July 31, 1981).

Boston Coll., Chestnut Hill, MA. School of Public Communication.
Spons Agency-Department of Education, Washington, DC.
Pub Date Aug 81
Contract No-300-78-0496
Note-47p.; For related documents, see IR 010 102-107.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education; Audiovisual Aids; Broadcast Television; *Curriculum Development; *Evaluative Thinking; Formative Evaluation; *Instructional Development; Learning Modules; Models; Postsecondary Education; Skill Development; *Teacher Workshops; Television Curriculum; *Television Viewing
Identifiers-*Critical Television Viewing Skills Project

This final report summarizes the activities of Phase 1 and Phase 2 of a project designed to develop curriculum materials to teach critical television viewing skills at the postsecondary level, including individuals in various community and professional groups, as well as students in formal educational programs. Defining such skills as those which enable television viewers to become more discriminating in their viewing habits, the project focused on developing materials that enable the viewer to: (1) distinguish between various program formats, (2) tell fact from fiction, (3) understand that television has its roots in the print medium, and (4) interpret various visual and aural stimuli from television. The report includes a summary of the development, field testing, distribution, teacher training, and publicity phases of the project. (MER)

ED215693 IR010178

School/Public Library Cooperation: A Community Planning Process for Illinois. Training Manual.

Illinois State Board of Education, Springfield. Illinois Resource and Dissemination Network.; Illinois State Library, Springfield.

Pub Date 82

Note-18p.; For related document, see IR 010 177.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperative Planning; Guides; *Library Cooperation; Problem Solving; Program Implementation; *Public Libraries; School Districts; *School Libraries; Seminars; *Training

Identifiers-*Effective Use of Resources Project; *Illinois

A product of the Effective Use of Resources Project (EURP), which was co-sponsored by the Illinois State Library and the Illinois Board of Education, this manual describes a 7-step process for the development of community-based cooperative planning between school and public libraries. The objectives of school/public library cooperative planning are outlined, and the seven steps in the planning process are individually described: (1) system planning; (2) identification of target areas for participation; (3) identification of local planning team members; (4) the orientation of planning team members; (5) local team planning; (6) the presentation of a team training/planning seminar (which includes training for improvement efforts, a problem solving/planning model, and the development of resource awareness); and (7) implementation of plans and follow-up. A flowchart of the school/public library planning process accompanies the text. (JL)

Thomsen, Charles H.; Borowiecka, Alexandra
Prairie Winter Play Patterns: (b) Winter and Play. Research Project 10.
Canada Mortgage and Housing Corp., Ottawa (Ontario).
Pub Date 80
Note-221p.; Part of the research program undertaken by the Children's Environments Advisory Service for the International Year of the Child.
Available from-Canada Mortgage and Housing Corporation, Canadian Housing Information Centre, Montreal Road, National Office, Ottawa, Ontario, Canada K1A 0P7 (free of charge).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Childhood Needs; *Climate; *Design Requirements; Foreign Countries; Guidelines; Plant Identification; *Play; Playground Activities; *Playgrounds; Resource Materials; *Site Development
Identifiers-*Canada; *Winter

This guidebook provides an empirically-based set of planning and design guidelines for the construction of winter play facilities for Canadian youth residing in locations where outdoor play in winter is curtailed for approximately 4 months of the year. Information used in developing the guidelines was derived from field observations, a literature review, and a field experiment. Contents of the first six parts of the volume briefly describe and discuss the field experiment, romantic responses to and realistic aspects of winter, the nature of play and children's need for play, the response of children to winter on the Canadian prairie, and a preliminary test of design guidelines. The seventh part presents guidelines for developing winter play areas. Guidelines are provided for site planning, design, and activities, and for play structures, mounds, plant material and playground surfaces. Substantially more than half of the guidebook consists of four workbooks: Workbook One describes physical aspects of winter; Workbook Two reports observations of children's responses to winter; Workbook Three provides design notes for a school winter playground; and Workbook Four provides basic information about seasonal plants that could be used in environmental education activities. In conclusion, a brief review of related literature is provided. (RH)

ED215849 RC013355

Reck, Una Mae Lange

Self-Concept, School, and Social Setting: An In-Depth View of Rural Appalachian and Urban Non-Appalachian Sixth Graders.

Pub Date 19 Mar 82
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Administrator Attitudes; Anxiety; *Cultural Context; *Educational Environment; Elementary Education; *Grade 6; Occupational Aspiration; *Rural Urban Differences; *Self Concept; Self Concept Measures; Sex Differences; Teacher Attitudes
Identifiers-*Appalachia; *North Carolina; Piers Harris Childrens Self Concept Scale

A follow-up study built on a 1980 study which compared the self-concept of 86 rural Appalachian sixth graders with 80 urban non-Appalacian sixth graders using the Piers-Harris Children's Self-Concept Scale; then the rural Appalachian sample scored significantly lower in general self-concept and on four self-concept clusters. Where the original research compared the general self-concept score and scores on six self-concept clusters, the follow-up study six weeks later developed a more in-depth view of self-concepts of the same sample of sixth graders by using content analysis of open-ended statements derived from each cluster of the Piers-Harris Children's Self-Concept Scale. The significant results indicated that urban children looked forward to a future in the professions or in sports, exhibited greater concern with defining the self in terms of activities and hobbies, and were more concerned about extra-school activities and about an athletic definition of self. Rural children looked forward to a future in skilled labor occupations, defined the self more in terms of possessions and relationships, and expressed more school-related anxiety. Educators in Appalachia frequently fail to learn that such differences are not necessarily deficiencies and should be viewed in their cultural context. (BRR)

ED215868 SE037057

Barron, Marcelline A.
Chemistry: Coping with Change...Creatively.
Pub Date 73
Note-180p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Change; *Chemistry; *Laboratory Manuals; Mathematics Anxiety; Science Activities; *Science Curriculum; Science Education; *Science Experiments; Secondary Education; *Secondary School Science

Developed for mathematics-shy high school chemistry students, this laboratory manual is suitable for use with any chemistry textbook. Seventy-three experiments, based on a theme of change, are grouped into 5 general areas: (1) 9 experiments focusing on skills needed in observing reality; (2) 19 experiments interpreting how reality changes, including properties of matter, physical and chemical changes, reaction rates, and catalysts; (3) 11 experiments indicating how models are used to categorize and quantify change; (4) 24 ecochemistry experiments designed to form a model of a changing universe, including such activities as testing water samples, identification of metallic ions, and analysis of materials found in plant tissues; and (5) 10 nutrition/organic/biochemistry experiments to illustrate that change also affects students' collective everyday lives, including consumer food tests for butter, margarine, caffein, synthetic dyes, and citric acid in fruit juices, and the preparation of common organic compounds. (JN)

ED215950 SO014050

Shaver, James P.; Strong, William

Facing Value Decisions: Rationale-building for Teachers. Second Edition.

Report No-ISBN-0-8077-2681-8; ISBN-0-8077-2682-6
Pub Date 82
Note-190p.
Available from-Teachers College Press, c/o Harper and Row Publishers, Order Service Department, Keystone Industrial Park, Scranton, PA 18512 ($14.95).

Document Not Available from EDRS.

Descriptors-Classroom Techniques; Definitions; Democracy; Educational Objectives; Elementary Secondary Education; *Ethical Instruction; Moral Development; Teacher Role; Values; Values Clarification; *Values Education

Written for prospective and practicing K-12 teachers, this book examines values education. The authors' central concerns are twofold. The first is to help and encourage teachers develop their own rationale for values education. The second concern is to help teachers help students develop a rational foundation for their own values and learn the skills they will need to analyze and defend their values rationally. There are eight major chapters. Chapter one will help teachers answer the question "Do You Want to Deal with Values?" Values in the classroom and in the extracurricula curriculum and reasons for developing a rationale are discussed. Chapter two examines the nature of values. The term value is defined and distinguished from the terms value judgment and attitude. Categories of values--moral and nonmoral, intrinsic and instrumental--are elaborated. To illustrate some important considerations in examining one's frame of reference and building a rationale, chapter three, "The Democratic Context," discusses values in the schools of a democratic society. Chapter four examines how much responsibility for students' learning teachers ought to accept and the teacher's role vis-a-vis parents and the community. Chapter five treats teacher's decisions in regard to esthetic values and instrumental values used by teachers for classroom management. How to treat moral values as goals of instruction is the topic of chapter six. Two approaches to moral values--values clarification and cognitive moral development--are examined in chapter seven. The book concludes with a discussion of "The Teacher as Philosopher." (RM)

ED215988 SP020129

Payne, V. Gregory

Effects of Object Size and Experimental Design On Object Reception by Children in the First Grade.

Pub Date [81]
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Difficulty Level; Elementary Education; Grade 1; *Manipulative Materials; Motor Development; *Movement Education; Object Manipulation; Perceptual Motor Coordination; Physical Fitness; *Psychomotor Skills; *Sex Differences; Skill Development; *Test Validity

A study was designed to determine the effects of various ball sizes on children's catching ability and to examine the results as a between- and within-group factor. It was believed that the use of the two-test design would help to establish the validity of past and future tests of this nature. The between-subjects design group consisted of 48 first grade children who were required to make a series of catches using one ball size (6 inch, 8.5 inch, or 10 inch diameter). Each of the children on

the within-subjects group received a total of 12 trials, catching all three ball sizes in random order. Since the initial analysis showed a significant trials effect as the subjects adapted to the task, data were modified to reduce this effect. Subsequent analyses showed that the only significant interactions in the between-subject design situation was between the size of the ball and the gender of the subject. For the within-subjects design group, only the main effect of the ball size was significant. The 10 inch diameter ball resulted in more successful catching than the 6 inch ball. The two design types appeared to be interchangeable in the paradigm. (FG)

ED216007 SP020220

Fogarty, Joan L.; And Others

A Descriptive Study of Experienced and Novice Teachers' Interactive Instructional Decision Processes.

Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Note-56p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Beginning Teachers; *Classroom Techniques; *Cues; *Decision Making Skills; Elementary Secondary Education; Lesson Observation Criteria; Recall (Psychology); Student Teacher Relationship; Teacher Characteristics; Teacher Effectiveness; Teacher Evaluation; *Teaching Experience; Teaching Methods; *Teaching Skills

The goals of this study were: (1) to develop a methodology for describing competent classroom teaching performance; and (2) to analyze components of competent classroom decision making to be used in improving preservice and inservice teacher training programs. The study investigated differences in: (1) experienced and novice teachers' reports of cue influence during interactive instruction; (2) actions evoked by cues; (3) goals pursued; and (4) associations between categories of cues and actions. Stimulated recall data were collected from three experienced and five novice teachers during small group instruction settings at a university laboratory school. Results showed that, while both experienced and novice teachers attended to the same number of cue categories, experienced teachers used twice as many kinds of instructional actions and considered a greater variety of goals while exhibiting more complex associations between cue and action categories. Novices were less likely to incorporate spontaneous student input related to lesson content and attended to cues from individual students rather than cues from the group as a whole. The classification scheme for analyzing teacher decision making is presented in the appendix. (Authors/FG)

ED216069 UD022245

Instructional Manual: English/Writing. E.S.E.A. Title One.

Phoenix Union High School District, Ariz.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.
Pub Date Aug 81
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Compensatory Education; *Diagnostic Teaching; *Educational Diagnosis; Educationally Disadvantaged; *English Instruction; Handwriting Instruction; High Schools; Profiles; Program Evaluation; *Program Implementation; *Remedial Programs; Student Evaluation; Student Records; Writing Evaluation; *Writing Instruction; Writing Skills
Identifiers-Elementary Secondary Education Act Title I; Phoenix Union High School District AZ

This manual provides guidelines for implementing the instructional program in English/writing prescribed for the Basic Skills Project of the Phoenix, Arizona, Union High School District. The project supplements instructional efforts for students whose basic skills in reading, English/writing, and mathematics are in greatest need of improvement. The instructional program uses an individual diagnostic/prescriptive approach, and the manual describes the process of diagnosing student strengths and weaknesses through the preparation of diagnostic profiles and student folders. The following components of instruction and their implications for Title I classes are discussed: educational goals and objectives, instructional materials, activities, instructional diagnosis, learning time, evaluation, and time spent on a task. Also discussed are the maintenance of student records, the use of instructional aides, the conduct of Parent Advisory Council meetings and other staff/inservice meetings, and monitoring procedures. The manual includes the Basic Writing Skills Record, a form designed to provide data on a student's achievement in basic spelling and English skills, diagnostic information, and a record of student progress on specific writing skills. (MJL)

ED215652 HE015043

Scollon, Ron
Gatekeeping: Access or Retention?
Pub Date Dec 81
Grant-NIE-G-8-0-0185
Note-21p.; Paper presented at the Annual Meeting of the American Anthropology Association (Los Angeles, CA, December 1981).
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Persistence; *Access to Education; *Alaska Natives; College Attendance; *College Environment; College Role; Higher Education; Organizational Theories; Postsecondary Education; School Organization; Student Attitudes; *Student College Relationship; Student Teacher Relationship; Teacher Attitudes
Identifiers-*Gatekeeper Role; *University of Alaska Fairbanks

Educational practice and barriers to full participation of Alaska Natives in postsecondary education were examined in an ethnographic study begun in October 1980 by the University of Alaska. Focus was on the institutional placement, organization, and functioning of gatekeeping encounters within the university, primarily the central Fairbanks campus. This report aims partially to encourage members of the university community--faculty and students--to think through the problem of institutional barriers. The participation rate of Alaska Natives in postsecondary education was originally seen as a problem of gaining entrance and movement through the university. However, viewing the problem as one of gaining access to the resources of the university was too simple to be productive, and the notion of retention implied another contrasting model that was also too simple a model of the relationship between a university and its client population. In addition the "gates" of the institution must be understood as consisting of networks of institutional practices and values. The degree to which the University of Alaska was perceived as a total institution was another issue. There appeared to be a fairly high level of discrepancy between embedded institutional structures and stated attitudes along with fairly large differences between faculty and student perceptions of the functions and structure of the university. These differences make it difficult to unambiguously point to a particular situation as the root of the retention problem. An example of different perceptions of the nature of the institution is the complaint voiced by students that faculty members are paternalistic; many students perceived faculty "help" as a pressure and some cited it as a reason for dropping out. (SW)

ED215733 JC820204

Butler, Dennis G.

Purposes and Priorities: An Analysis of Community Attitudes towards the Missions of the Community Colleges. Coast Community Colleges Community Telephone Survey, 1980: Report Number 5.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date Dec 81

Note-40p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Role; *Community Attitudes; *Community Colleges; Community Surveys; Demography; *Individual Characteristics; *Organizational Objectives; State Surveys; Two Year Colleges

Identifiers-*California; *Coast Community College District CA

As part of a telephone survey conducted during 1980 by the Coast Community College District, district residents were asked to rate the importance of seven community college missions for them personally and for the people of Orange County. The seven missions rated were occupational training, transfer education, general education, basic skills training, lifelong learning, cultural and recreational programs, and supportive services. The majority of the respondents gave very positive ratings to all of the seven missions and most tended to place more value on the missions when considering them in terms of the needs of other people than in terms of their own perspectives. Lifelong learning and occupational training received high levels of support from the community on both the personal and social dimensions. A comparison of the attitudes of district residents with those of a statewide cross-section of California residents regarding the same seven missions revealed nearly identical rank orders and that the district residents tended to rate all seven missions at higher levels of importance than the statewide sample. The three-part study report examines: (1) the personal and social attitudes of the district respondents toward the missions; (2) the findings of the district and statewide surveys; and (3) the attitudes of district residents broken down by demographic characteristics, including age, sex, ethnicity, income, and residence, educational, and family characteristics. (KL)

ED215912 SE037756

Romberg, Thomas A., Collis, Kevin F.

Cognitive Functioning and Performance on Addition and Subtraction Algorithms.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date 82
Grant-NIE-G-81-0009
Note-21p.

Available from-Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Addition; *Algorithms; *Cognitive Processes; *Computation; Educational Research; *Elementary School Mathematics; Grade 3; Primary Education; Problem Solving; Subtraction
Identifiers-Australia; *Mathematics Education Research

The purpose of this study was to ascertain whether children in grade 3 who differ in cognitive processing capacity add and subtract differently. The researchers drew upon information from three sources: individual results from a battery of 14 tests, an objective-referenced achievement test measuring a variety of arithmetic skills related to addition and subtraction, and coded strategy data for a set of verbal addition and subtraction problems administered in an interview setting. Eleven children starting third grade in Tasmania, Australia were involved in the study. The data suggested two notions: (1) there is a group of children who have the capacity to reason about quantitative problems, know the basic procedures of addition and subtraction, but see little reason to use those algorithmic procedures to find answers to verbal problems; (2) there is a second group of children whose capacity to reason about quantitative problems is suspect: they do not know the basic procedures to addition and subtraction and have not acquired other skills like modeling or counting which would help them solve verbal problems. It is suggested that educators need to reexamine the relationships between the algorithm and its application. (MNS)

ED215931 SO014007

Cornbleth, Catherine

On the Social Study of Social Studies.

Pub Date Mar 82

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Research; *Educational Needs; *Educational Research; Elementary Secondary Education; Research Utilization; *Social Studies

This paper proposes that the study of schooling would benefit from more research that is social in nature. The characteristics of social research are described in terms of three dimensions--the extent to which "context" and "interaction" of phenomena are considered and the degree to which "participant conceptions" are incorporated in description and interpretation. Social classroom research is described as contextualized, interactive/dynamic, and sensitive to participant conceptions. Recent social studies classroom research is cited to illustrate these characteristics. The paper also explores the potential of classroom research that is social in its assumptions and questions, methodology, interpretations, and implications in relation to the development of a research base for social studies education and use of research derived knowledge. Educators should work toward creating an evolving, heuristic research base. New research should not merely add to what already exists but facilitate refinement, extension, or revision of present knowledge. Explanatory potential would be a major criterion of research value. With regard to the use of research derived knowledge, the paper suggests that instead of asking how useful research is or might become, it would be more fruitful to ask how research might be used and to consider interpretive as well as instrumental uses of research derived knowledge. (RM)

ED216050 TM820260

Kalk, John Michael; And Others

A Closer Look at School Cutoff Dates and Achievement.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-NAEP-AY-AA-52

Pub Date Feb 82
Grant-NIE-G-80-0003
Note-11p.
Available from-National Assessment of Educational Progress 1860 Lincoln St., Suite 700, Denver, Co 80295 ($1.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; Academic Failure; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; Learning Readiness; *School Entrance Age; *School Readiness; *Sex Differences; *White Students
Identifiers-*National Assessment of Educational Progress

National Assessment of Educational Progress data in reading, mathematics, and science for Caucasian children were analyzed. Using regression analysis for three age groups, nine, thirteen, and seventeen year olds, a trend analysis was plotted. The changing achievement relationships between these students relative to their classmates and their age of entry into first grade were studied. The data indicated superior performance for classes with an older combined mean age. The age of entry into first grade proved to be a critical factor in achievement levels. The authors suggest changing entrance cutoff dates from December, January, or February to September, October or November. Since achievement varies between boys and girls, separate cutoff dates were proposed. Clinical screening of students is recommended for critical male and female groups. Teachers' awareness of high risk ages might lead to multi-level instruction. Inadequate readiness is a potentially serious threat to a child's academic career. However, children whose entrance is delayed, although they might have been able to cope, may cause problems as restless high school seniors. Primary type of information provided by the report: Results (Secondary Analysis) (Interpretation). (DWH)

ED216089 UD022275

Park West High School Project "At Your Service." E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date [81]

Grant-G008007091

Note-56p.; Project No. 5001-56-17651

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement; *Asian Americans; *Bilingual Education; Community Involvement; Counseling Services; Curriculum Development; *English (Second Language); *Haitians; High Schools; Hispanic Americans; *Language Proficiency; Mathematics Curriculum; Native Language Instruction; Program Content; Program Effectiveness; Science Curriculum; Social Studies; *Spanish Speaking; Staff Development; Vocational Education

Identifiers-Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education

This report describes and evaluates Project At Your Service, a basic bilingual secondary education program with a vocational focus for Spanish speaking students and students from other minority language groups. As implemented in 1980-81, the program aimed to enhance the acquisition of the English language and to promote academic achievement among students of limited English proficiency through instruction in English as a Second Language, English reading, the native language, mathematics, social studies, science, and vocational courses. The program also provided for curriculum and materials development, counseling services, staff training, and parent involvement. In general, program participants showed favorable attitudes to the program. Evaluation indicated that the program achieved its objectives for reading in English. Data on achievement in the content areas were not available. It was suggested that collaborative efforts in program planning and implementation would help improve the program. (Author/MJL)

ED215635 HE015006

Brief to the Ontario Council on University Affairs. Once More, With Feeling.

Council of Ontario Universities, Toronto. Committee on Operating Grants.

Report No-COU-82-3; ISBN-0-88799-152-1
Pub Date Mar 82
Note-74p.; Some tables may not reproduce well due to small print.
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Budgeting; Comparative Analysis; *Educational Finance; Enrollment Trends; Expenditures; Facility Improvement; *Federal Aid; Financial Policy; *Financial Support; Foreign Countries; Government School Relationship; *Higher Education; Inflation (Economics); Library Acquisition; Operating Expenses; *Public Policy; *Resource Allocation; Teacher Salaries
Identifiers-*Ontario

Information on operating grants for Ontario universities in 1983-84 is presented. Indicators of public support for universities in Ontario and other Canadian provinces are compared, and indicators of government support for various public expenditures within Ontario, including universities, are examined. Both interprovincial and intraprovincial comparisons of publicly funded sectors in Ontario indicate that the Ontario government's financial support for universities has decreased dramatically over the past decade. Ontario ranked at the bottom for interprovincial comparisons. In determining university system requirements for 1983-84, increasing costs of goods and services purchased were identified as the source of the greatest pressure on the financial position of Ontario universities. It is recommended that as a minimum measure full provision for inflation on salaries be included in 1983-84 funding. Attention is also directed to funding requirements for such sectors as library acquisitions, equipment replacement, and building renovation and alteration. It is recommended that an annual provision of 1.5 percent per year of building replacement value be adopted as a minimum measure of the financial requirement for renovation and alteration for the next five years. Provisions are also made for the expected variation in enrollment, and an increase in university operating revenue of 16.8 percent for 1982-84 is recommended. The fiscal policies of the Ontario government, including the province's ability to generate revenue is assessed. A nonsalary price index and enrollment data and projections are appended. (SW)

Chouinard, Amy, Ed.
Teaching Yourself in Primary School. Report of a Seminar on Self-Instructional Programs (Quebec, Canada, May 12-15, 1981).
International Development Research Centre, Ottawa (Ontario).
Report No-IDRC-185e
Pub Date 81
Note-108p.
Available from-UNIPUB, 345 Park Avenue South, New York, NY 10010 ($7.00).
Document Not Available from EDRS.
Descriptors-Educational Research; Foreign Countries; *Independent Study; Individualized Instruction; Learning Modules; Peer Teaching; *Primary Education; Program Descriptions; *Program Development; Program Effectiveness; *Program Evaluation; Research and Development Centers; *Research Needs; Research Utilization; Seminars; Teaching Methods; *Training Methods
Identifiers-Canada; Indonesia; Jamaica; Liberia; Malaysia; Philippines; Project IEL (Liberia); Project IMPACT (Philippines); Project INSPIRE (Malaysia); Project Pamong (Indonesia); Project PRIMER (Jamaica); Projet SAGE (Canada)

This document presents 12 seminar papers describing research and development efforts in self-instructional programs being undertaken in six countries: the Philippines, Malaysia, Indonesia, Jamaica, Liberia, and Canada. The following are topics covered in the individual papers: research and development activities in primary schools; the technology and philosophy underlying self-teaching programs; the development and implementation of Project PRIMER (Project for Reshaping and Improving Management of Education Resources) in Jamaica's primary schools; the planning and management of the Liberians' Improved Efficiency of Learning Project (IEL); the origins of Projet SAGE (Systeme d'Apprentissage Gere l'Etudiant) in Canada and its evaluative scheme; the nature, plan, and effectiveness of the Malaysian Project INSPIRE (Integrated System of Programed Instruction for Rural Environment); methods employed in training teachers for the implementation of Projet SAGE in Canada; an evaluation of the role of students and teacher in a class using SAGE; multiple outcomes and perspectives in the evaluation of the Philippines' Project IMPACT (Instructional Management by Parents, Community, and Teachers); the effectiveness of Project Pamong -- an IMPACT-type project -- in Indonesian primary schools; dissemination and utilization of the ideas, methods, and products of IMPACT-type projects; and the future evaluation and research needed to solve some of the inevitable tension occurring between research and development activities. (Author/MP)

ED215792 PS012839

Child Health and Human Development: An Overview and Strategy for a Five-Year Research Plan.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No-NICHD-80-305/306; NIH-82-2303

Pub Date Oct 81

Note-116p.; Prepared at the direction of the Steering Committee for the Five-Year Research Plan, National Institute of Child Health and Human Development. For related documents, see PS 012 841-843.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adolescents; Birth; *Child Development; Congenital Impairments; Contraception; *Health; Infants; *Long Range Planning; Mental Retardation; Nutrition; Population Trends; Pregnancy; Reproduction (Biology); *Research Needs; *Research Projects

Identifiers-Sudden Infant Death Syndrome

The first five-year research plans developed by the National Institute of Child Health and Human Development (NICHD), covering fiscal years 1983-1987 and 10 program areas, are published in this volume. Present knowledge is reviewed and research opportunities are indicated in the areas of reproduction, fetal development, the birth process, the newborn, infancy and childhood, adolescents, and family and populations. Subsequently, priorities for future research are specified for the 10 program areas of (1) fertility and infertility, (2) pregnancy, birth and the infant, (3) nutrition, (4) sudden infant death syndrome, (5) congenital defects, (6) mental retardation, (7) child and adolescent development, (8) contraceptive development, (9) contraceptive evaluation, and (10) population dynamics. The volume also contains a description of a strategy for annual program evaluation and further planning. Appendices provide a description of the method of study used by the NICHD Steering Committee, a description of the task with which the study groups were charged, an outline of the review process and a listing of reviewers, and the procedure used to arrive at the research plan. (Author/RH)

ED215831 RC013333

Gemmill, Linda M.; And Others

Factors Influencing Mathematics Participation of Highly Able Mexican American Adolescents.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 19 Mar 82
Grant-SED80-17768
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; Alienation; *Cognitive Style; Comparative Analysis; Ethnicity; Grade 9; Grade 10; Grade 11; *High Achievement; *High School Students; Locus of Control; *Mathematics Education; *Mexican Americans; Sex Differences; Student Participation; *White Students
Identifiers-Arizona

Approximately 700 Mexican American and Anglo students in grades 9, 10, and 11, who were identified as having superior mathematical ability, were surveyed to identify the factors affecting mathematics participation, determine the relative importance of these factors, and determine their stability over time. Five variables were studied: cognitive style, alienation, language environment, acculturation, and locus of control. Dependent variables were planned participation in high school mathematics and grades achieved in math classes. Students were given the Math-Related Decision Instrument, which measured the influential decision factors and the degree of influence of each variable; and the Group Embedded Figures Test, which determined cognitive style. Two-way analyses of variance were used to determine if sex or ethnicity affected the score obtained on the cognitive style measure or the number of math courses a student planned to take in high school. Findings indicated that cognitive style was significantly related to both planned math participation and grades in mathematics; the more alienated a student felt the fewer math courses were planned; sex was a determining factor in a student's planned mathematics participation while ethnicity was not; and locus of control significantly affected the number of math courses a student planned to take. (NQA)

ED215869 SE037058

Lockard, J. D., Ed.

UNESCO Handbook for Science Teachers.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No-ISBN-0-435-57970-3; ISBN-92-3-101666-0

Pub Date 80

Note-199p.

Available from-Unipub, 345 Park Avenue South, New York, N.Y. 10010

Document Not Available from EDRS.

Descriptors-*Educational Planning; *Elementary School Science; Elementary Secondary Education; Higher Education; Intellectual Development; Resource Materials; *Science Curriculum; Science Education; Science Equipment; Science Facilities; *Science Instruction; Science Materials; Scientific Enterprise; *Secondary School Science; Teacher Education; *Teaching Methods

Written for classroom teachers as well as preservice teachers, this book provides information, methodologies, and discussion intended to help educators develop and modify their own philosophy of science and science teaching. Part I examines reasons for teaching science, the intellectual and emotional development of children and their implications for science teaching, and content and methodological approaches appropriate for different situations. Part II covers facilities, equipment and materials for science teaching and addresses safety and audiovisual aids. Illustrations and photographs exemplify different points discussed. The appendices present information, case studies, and tasks on educational issues for debate related to why children should learn and goals and objectives of science teaching. This volume serves as a companion to the "New Unesco Source Book for Science Teaching (ED095022), which offers ideas for simple scientific activities, investigations, and experiments. (DC)

ED215891 SE037088

Slaughter, Helen

Classroom Implementation Study of an Activities-Based Supplemental Mathematics Program. Final Report.

Tucson Unified School District, Ariz.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 81
Grant-NIE-G-80-0090
Note-387p.
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Educational Games; *Educational Research; Elementary Education; *Elementary School Mathematics; Games; Instruction; *Learning Activities; Learning Theories; *Low Achievement; Low Income Groups; Manipulative Materials; *Mathematics Instruction; Teaching Methods
Identifiers-*Mathematics Education Research

This research described the classroom implementation of a supplemental activities-based mathematics project designed for low-achieving students. The research describes the development of applied ethnographic methods for observing and describing the way programs are implemented using curriculum specialists, or resource teachers, to help teachers in the regular classroom to improve instructional services for economically disadvantaged minority students. A model for use by school district evaluators in conducting ethnographic evaluation studies was developed. The research consisted of ethnographic observations of mathematics lessons and student learning in nine classrooms in Grades 2 through 5 in eight schools serving low-income attendance areas. Observations were conducted over approximately a five-week period by four trained ethnographic assistants. Observations were scheduled before, during and following the delivery of classroom services of Mathematics Project Specialists. Themes emerging from the study indicated that the predominance of classroom structure, the conditional nature of classroom teacher-resource teacher collaboration, teacher inservice, and teacher's evaluations of subsequent student achievement growth were key factors in program implementation. Ethnographic descriptions of mathematic classroom activity structures provided a number of insights into the contribution of mathematic games and other manipulative aids to the learning of low-achieving students. The final report is subdivided as follows: (1) Abstract, Executive Summary, Addendum; (2) Part one, "An Ethnographic Evaluation of Program Implementation"; (3) Part two, "Mathematics Learning of Low Achieving Students through Mathematics Games and Other Manipulative Aids"; and (4) Part three, "Eight Disaggregated Case Studies." (MP)

Duryea, Elias J.

Application of Inoculation Theory to Preventive Alcohol Education.

Pub Date Apr 82

Note-20p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alcohol Education; *Drinking; Health Education; *Patterned Responses; Peer Influence; *Persuasive Discourse; Prevention; Secondary Education; Social Values; *Student Behavior; *Student Reaction

Identifiers-*Innoculation Theory

This study investigated the efficacy of using inoculation theory in developing students' skills in resisting pressures involved with drinking and driving situations. Inoculation theory stems from psychosocial investigations that have demonstrated that resistance to specific opposing arguments can be increased if subjects are familiar with these arguments. The study sample was comprised of 155 ninth grade students who participated in instructional sessions that included films, question-answer sessions, role-play exercises, and a slide show. Each of these sessions familiarized students with physiological effects of alcohol and persuasive arguments people use to convince others to engage in risky alcohol-related practices (i.e., riding with drinking drivers). Role-play exercises taught students the content and aim of these persuasive arguments, gave them practice in refuting such arguments, and provided feedback on their refutations. Phase 1 of the inoculation treatment is based on the assumption that, in general, most students demonstrate varying degrees of resistance to different types of persuasive pressures. Phase 2 proposes that, while students are learning about threatening arguments and practicing effective refutations, their level of resistance is high. Although such resistance may still fluctuate, it generally remains strong. Phase 3 illustrates the potential impact of a "sleeper effect" upon subjects following inoculation treatments. It is proposed that, with time, a person who has been inoculated against a threatening argument will come to think of even more refutations to these arguments. Research results suggest that the inoculation approach is compatible with the goals and objectives of preventive alcohol education. (JD)

ED216029 TM820183

Groskin, Richard B.

Program Evaluation and the Reagan Administration: The California Experience.

Pub Date 1 Oct 81

Note-13p.; Paper presented at the Annual Meeting of the Evaluation Research Society (Austin, TX, October, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Federal Government; Federal State Relationship; Information Utilization; *Policy; Policy Formation; *Program Evaluation; *State Government; States Powers

Identifiers-California; *Evaluation Utilization; New Federalism; *Reagan (Ronald)

To determine whether program evaluation will be an important tool for policymaking and management in the Reagan Administration, it would be helpful to consider what the Reagan administration expected and received from evaluation in California during the period 1971-1974. In California, program evaluation activities were frequently implemented on a decentralized, intergovernmental basis, parallel to the President's current policy on "Federalism." As in California, cost-effectiveness and cost-benefit evaluations will probably be stressed and encouraged. California evaluation policies emphasized decision-based evaluations and attention to identifying the evaluation information needs of different user groups; this emphasis will probably be duplicated in current Federal evaluation policy. As it was in California, agency heads will have significant discretion in deciding which evaluation functions are most conducive to achieving effective policy implementation. In this atmosphere, professional evaluators will have to convince state and local officials that their work can and does meet their decision-making needs. (BW)

ED215671 IR010107

Corder-Bolz, Charles R.

Development of Critical Television Viewing Skills in Elementary School Students. Final Report.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Department of Education, Washington, D.C.
Pub Date 29 Sep 80
Contract No-300-78-0497
Note-263p.; For related documents, see IR 010 102-106.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Broadcast Television; Childrens Television; *Curriculum Development; Elementary Education; *Evaluative Thinking; Formative Evaluation; *Instructional Development; Marketing; Parent Participation; *Skill Development; Teacher Workshops; Television Curriculum; *Television Viewing
Identifiers-*Critical Television Viewing Skills Project

This report summarizes the activities of a two-year project to develop curriculum materials to encourage and enable students in grades K through 5 to learn critical television viewing skills, and to use these skills to become evaluative consumers of television. A review of the project provides background information; describes the specific activities performed to reach students, parents, and teachers; lists 12 concepts from the scientific literature which were used as the research base for the development of materials; discusses the approach to materials development and the formats used for materials for students, parents, and teachers; and notes the involvement of major parent, education, and youth serving organizations in the project. Facets of the project discussed in more detail in individual chapters include the Curriculum Review Board, collaboration, specific products, field testing, workshops, dissemination and distribution, and problems encountered. Also included are financial reports, milestone schedules, and summaries of quarterly reports. (MER)

ED215694 IR010183

Findlay, Margaret A., Comp.

Australian Education Index Data Base (AUSINET). Users Manual.

Australian Council for Educational Research, Hawthorn.

Report No-ACER-100-2/82; ISBN-0-85563-235-6

Pub Date 82

Note-41p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Databases; *Educational Resources; *Indexing; *Information Retrieval; Information Services; Information Sources; *Online Systems; Periodicals; Subject Index Terms

Identifiers-*Australian Education Index Data Base; Stopwords

This manual describes the contents, purpose, and use of the Australian Education Index Database (AEII), which is produced by the Library and Information Services Unit of the Australian Council for Educational Research to provide access to Australian generated information both in published and unpublished forms. An overview of AEII is followed by an outline of the AEII record format and two sample records. Detailed guidelines for searching the AEII database using STAIRS software are provided, with specific attention paid to searchable fields within the records. Subject indexing of records in the database using the Thesaurus of ERIC Descriptors is then reviewed, and the function of stopwords, i.e., words not stored for searching purposes, and the availability of documents recorded in the database are also briefly discussed. Appended are a list of periodicals scanned regularly for inclusion in the database and a list of AEII stopwords. (JL)

ED215715 JC820134

McCarty, Lisa

Transportation and Educational Needs of Industrial Airport Businesses.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date Feb 80

Note-29p.; Prepared in cooperation with Airport Public Information Office.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges; Community Surveys; *Educational Needs; Employee Attitudes; Employer Attitudes; *Inplant Programs; *Labor Education; Needs Assessment; *Nonschool Educational Programs; *On the Job Training; *Transportation; Two Year Colleges

In 1979, Johnson County Community College (JCCC) conducted a survey to identify the education and transportation needs of the Johnson County Industrial Airport employees and to determine employer educational requirements for employees and interest in courses. An employer survey, seeking information on company characteristics, employee education requirements, in-house training programs, subjects of interest, and preferred location for courses, was sent to 28 companies. Employees at these companies were asked about length of employment; current residence; transportation; plans to relocate; interest in bus service and in taking JCCC courses; schedule preference for on-site courses; preferred subjects, course length, and type of credit; and credit, course length, and scheduling preferences according to specific subject area interest. Responses from 14 employers and 401 employees revealed that: (1) over 50% of the responding firms offered in-house training; (2) while over 50% of the employees were interested in JCCC courses, 46% favored on-site classes; (3) courses meeting after working hours were preferred, although meetings during lunch were also popular; (4) 50% of the employees preferred courses that could be completed in less than 16 weeks and the majority were interested in receiving credit; and (5) the course interests of employees and employers were similar. Data tables are appended. (KL)

ED215772 PS012814

Murphy, Dennis T.
Why Head Start Avoided the Reagan Budget Ax.
Pub Date Sep 81
Note-12p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cost Effectiveness; *Disadvantaged Youth; *Financial Support; Intervention; *Outcomes of Education; Preschool Education; *Program Effectiveness; *Public Policy
Identifiers-*Project Head Start; Reagan Administration

Research findings on and program design features of Project Head Start have apparently influenced the Reagan administration's decision to continue the funding of the program. Research appears to indicate that the intervention program has a lasting impact on participants. Additionally, researchers have demonstrated that program benefits can outweigh costs. The program, through eligibility requirements and other regulations, serves the truly needy and, through fiscal monitoring and on-site visits to assess compliance with regulations, avoids problems of waste and fraud. Further, there is some indirect evidence that Head Start may help to create an environment within which family members of Head Start children achieve greater independence from publicly supported programs. (Author/RH)

ED215812 RC013313

Reid, J. Norman; Whitehead, Eleanor
Federal Funds in Nonmetro Areas: Patterns and Trends.
Economic Research Service (DOA), Washington, D.C.
Report No-ERS-678
Pub Date Apr 82
Note-10p.; For related document, see RC 013 314.
Available from-ERS Research Abstracts, Room 1664-S, U.S. Dept. of Agriculture, Washington, DC 20250.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis; *Federal Aid; Federal Programs; Income; *Public Policy; Regional Characteristics; *Rural Areas; *Rural Urban Differences; *Trend Analysis
Identifiers-*Counties; *Impact Studies

Federal funds to rural areas and small towns grew more rapidly in 1976-79 (the most recent data available for analysis) than Federal funding to metropolitan areas, but were still 10% less than the 1979 average. Nonmetro Federal funding per capita reached $1,994 (87% of the metro level). The South received $172 billion in Federal funds, more than any other region and nearly a third of the $483 billion national total. The West received the most dollars on a per capita basis. While nonmetro counties improved their overall position between 1976 and 1979, the most dramatic changes occurred in the most rural counties. The biggest gains occurred in totally rural counties not adjacent to a Standard Metropolitan Statistical Area. Differences persisted between nonmetro and metro areas in their reliance on types of programs. Nonmetro counties received a much larger share of their 1979 funds (40%) from income security programs, principally retirement and disability payments, than metro counties. Although nonmetro counties (except the very high counties) received nearly equal per capita funding, lower income nonmetro counties differed greatly in the programs that supported them. Human resources programs--education, health, and employment--accounted for the smallest portion of Federal dollars. Four tables and four figures illustrate the narrative. (BRR)

ED215850 RC013356

Babich, Karen S., Comp.

Mental Health Issues in Rural Nursing.

Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date Apr 82
Grant-5-T15-MH-16034-02
Note-190p.
Available from-Publications Secretary, WICHE, P.O. Drawer P, Boulder, CO 80303 ($8.00 per copy).

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Beliefs; *Delivery Systems; Educational Games; Ethnography; Health Conditions; Human Services; *Mental Health; Mental Health Programs; Models; *Needs Assessment; Nurses; *Nursing; Nursing Education; Postsecondary Education; *Rural Areas; Rural Population; *Training

Identifiers-Boomtowns; Montana; Outpatient Care; Washington

Five papers cover recent developments in rural mental health nursing. "Rural Mental Health Care: A Survey of the Research" (Karen Babich) chronicles recent interest in understanding the rural population's character and the nature of mental health services needed by and provided to rural America. Lauren Aaronson ("Using Health Beliefs in a Nursing Assessment Model") provides a general model of health behavior to assist people in mastering and performing desired health behaviors. Jeri Bigbee and others present a nursing needs assessment tool in "Interviewing the Rural Community to Determine Nursing Needs." "Viewing Health and Health Needs through Many Eyes: The Ethnographic Approach" (Jacqueline Taylor) reports that a five-year survey of health care needs is revealing interesting and sometimes unexpected information about how rural Montanans view their own health and medical treatment. Judson Morris and Lynne Morris discuss difficulties involved in "Training Human Service Workers for Practice in Boom Towns and Other Changing Rural Communities" and include a nets and links simulation game. "Being There: A Nursing Program that Introduces Students to the Practical Problems and Rewards of Outpatient Rural Mental Health Care Delivery" (Illa Hilliard and others) describes how one baccalaureate nursing program responded to the mental health needs of rural eastern Washington. (BRR)

ED215989 SP020138

Cline, Dan, Ed.; And Others

A Listing of Alternative Training Outcomes for Instructional Personnel Engaged in the Education of the Handicapped.

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date [78]
Grant-G00781840
Note-79p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives; Classroom Techniques; Curriculum Development; Educational Objectives; Human Relations; Individualized Education Programs; *Inservice Teacher Education; Learning Disabilities; *Mainstreaming; Professional Development; *Program Development; *Resource Materials; Student Characteristics; Student Teacher Relationship; *Teacher Behavior; Teaching Methods

This compilation of training objectives was designed to assist in developing needs assessments and in designing inservice training programs for teachers of handicapped children. Documents on competencies were collected from the National Inservice Network (NIN) training programs for regular education personnel and from the Dean's Grant Network at the University of Minnesota. Documents were analyzed by special education administration doctoral students and by seven NIN project directors. It was decided to replace the term "competencies" with "objectives" and to list them under eleven broad categories of training priorities. Under each training priority, objectives are grouped by instructional units, then by training topics. Nearly 700 objectives are listed. Citations referring to NIN training materials are included for many objectives. The training priority topics are: (1) mainstreaming and public policy; (2) characteristics of handicapping conditions; (3) use of resources; (4) individualized educational management; (5) schoolwide planning, roles, and inservice training; (6) teaching techniques; (7) classroom management; (8) curriculum; (9) assessment and evaluation; (10) communication and human relations; and (11) professionalism. (JD)

ED216008 SP020249

Brophy, Jere E.

Fostering Student Learning and Motivation in the Elementary School Classroom. Occasional Paper No. 51.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Apr 82

Contract No-400-81-0014

Note-66p.; Paper presented at the Summer Institute on Learning and Motivation in the Classroom (Michigan, June 8-26, 1981).

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($5.50).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement; *Basic Skills; *Classroom Research; Educational Policy; Educational Research; Elementary Education; Elementary School Teachers; Outcomes of Education; *Research Utilization; *Student Motivation; Student Teacher Relationship; *Teacher Behavior; Teacher Education; Teacher Effectiveness; Time on Task

This paper reviews educational theory and research on student learning gains (especially in basic skills in elementary grades) and on motivating students to value and engage willingly in academic tasks. Research on the link between teacher behavior and student learning and attitudes is addressed in the first section, followed by a section discussing resulting policy implications for providing basic skills instruction and an effective learning environment. Research topics discussed include: (1) teacher expectations and role definitions (2) importance of student time on task; (3) value of active instruction from a teacher; (4) need for flexible teacher behavior; and (5) feasibility of teacher-student matching. Limitations on applying this reseach are noted, particularly the use of approaches derived from classical learning theory and its basis in nonclassroom settings. The relevance and potential applications of recent research on student motivation is examined in the next section. Research topics considered are: need theory, reinforcement theory, relevance of education to the needs of students, attribution theory, and building intrinsic and continuing

motivation in students. Recommendations which are made for teacher education in the final section would affect entry standards and accountability and preservice and inservice education programs. A list of references is appended. (FG)

ED216070 UD022252

Thomas, June Manning

Racial and Income Characteristics of Communities Receiving Local Public Works Funds.

Pub Date Apr 82

Note-17p.; Paper prepared for the Annual Meeting of the Urban Affairs Association (Philadelphia, PA, April, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action; Blacks; *Community Characteristics; Economically Disadvantaged; Federal Aid; *Federal Programs; Job Development; Program Effectiveness; *Racial Composition; Racial Discrimination; *Resource Allocation; *Socioeconomic Status

Identifiers-*Local Public Works

This study investigated communities in 10 randomly selected states to determine the extent to which Local Public Works (LPW) funds, which were disbursed according to procedures intended to benefit areas of unemployment and provide assistance for the chronically unemployed, were actually received in targeted low income or high minority areas. The Local Public Works program was established by Congressional legislation in 1976 to provide aid for public works projects that would generate jobs in municipalities with high levels of unemployment. An early study indicated that, contrary to the program's reputation for promoting affirmative action, the allocation of LPW funds tended to bypass areas with large concentrations of minorities. Analysis of the associations between the size of LPW grants and the proportion of blacks, per capita income, and number of unemployed in a community indicated that, generally, the program did benefit communities with large numbers of blacks and low per capita income. However, it was pointed out that many extremely needy communities may not have received funds and that persons hired were not often the chronically unemployed. It was suggested that programs of this kind indirectly benefit needy communities but cannot take the place of programs specifically designed for public sector employment. (Author/MJL)

ED215734 JC820205

Butler, Dennis G.

The Learning Community: An Examination of the Educational Interests and Future Educational Plans of the Community. Coast Community Colleges Community Telephone Survey, 1980: Report Number 6.

Coast Community Coll. District, Costa Mesa, Calif.
Pub Date Dec 81
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Attitudes; Community Colleges; *Community Surveys; Educational Demand; *Educational Needs; *Individual Characteristics; Needs Assessment; Student Educational Objectives; Two Year Colleges
Identifiers-*Coast Community College District CA

One aspect of a survey conducted in 1980 by the Coast Community College District (CCCD) focused on the educational interests and plans of CCCD residents. Specifically, the survey sought to determine the extent of community interest in college-level education, the extent to which respondents viewed CCCD as the best place to meet their educational needs, the nature of the community's educational interests, and the reasons people planned or did not plan to attend classes. Additionally, the study sought to determine the specific educational fields of interest to the community and the relationship between demographic characteristics and educational plans. Study findings, based on telephone interviews with 543 residents, included the following: (1) 47% of the respondents planned to take classes in the near future; (2) 86% of those currently enrolled in college planned to take additional courses, as did 42% of those not currently enrolled; (3) of those planning to attend college, 84% indicated a preference for CCCD schools; (4) 47% of those planning to take courses would do so for personal enjoyment, 25% for occupational training, and 24% to obtain a degree; (5) age, educational level, time since last schooling, household income, and CCCD status were found to be significantly related to educational interest; and (6) the most popular fields of study for personal enjoyment were visual and performing arts, while business and management courses were popular among those seeking a degree or occupational training. (HB)

ED215932 SO014008

Woodward, Arthur

The Analysis of Textbooks to Discover Content and Value Changes: Identifying Representative Textbooks.

Pub Date Feb 82

Note-16p.; For a related document, see ED 199 173. Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Content Analysis; Educational Change; Educational Research; History Textbooks; *Political Socialization; *Research Methodology; School Role; Secondary Education; Social Change; Social Values; Textbook Content; *Textbook Evaluation; *United States History

Identifiers-*Fitzgerald (Frances)

This paper suggests that some of the U.S. history textbooks selected and analyzed by Frances Fitzgerald in her research on the political socialization function of U.S. history ("America Revised," 1979) were never widely used in schools and that the results of her study are, therefore, unrepresentative. The paper also presents a methodology for textbook selection that will enable future researchers studying political socialization to analyze only textbooks widely used in schools. For the period 1900 to 1930, Fitzgerald identified 13 U.S. history textbooks which then formed the data base for her discussion of changing values and content during the 1900-1930 period. To determine if these 13 texts were indeed being used in schools during this time period, the author of this paper conducted his own study. His data came from two sources: (1) annual reports of school districts housed in the Annual Report College of Teachers College, Columbia University; and (2) surveys of schools and their curricula conducted during this period. His findings--specific U.S. history titles--are discussed. The author found that seven of the 13 textbooks selected by Fitzgerald for analysis were never widely used in schools between 1900 and 1930. Fitzgerald's inclusion of obscure and little-used textbooks would suggest that her generalizations for the time period between 1900 and 1930 should be treated with caution. The author recommends that future researchers use annual reports of school districts and school surveys when trying to identify textbooks widely used in schools, for these two sources contain extensive data on textbook adoptions in schools. (Author/RM)

ED215951 SO014051

Adler, Susan A.

Elementary School Social Studies: The Development of Student Teacher Perspectives.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Grant-NIE-G-81-0009
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research; Elementary Education; *Preservice Teacher Education; *Social Studies; Student Teachers; *Student Teaching; *Teacher Attitudes; Teacher Background; Teacher Behavior; *Teaching Experience

This paper reports the preliminary findings of a study of the perspectives of four student teachers toward social studies teaching in the elementary classroom. Perspectives are defined and profiles of the student teacher observed. The study focuses on three questions: What conceptions of social studies did these student teachers hold at the start of their field experience semester? What were their perspectives toward social studies during their student teaching experience? and What factors influenced the development of these perspectives? The four student teachers were chosen from an elementary teacher program at a large midwestern university through recommendations of professors and the use of an inventory designed to determine students' views on

teaching issues. Data were collected over three months from a series of at least four observations in the social studies classroom, six personal interviews, an interview with the cooperating teacher, and results from several instruments. Conclusions drawn from the study showed student teachers' perspectives of social studies teaching cannot be understood separately from their perspectives on teaching and learning in general and the goals they set for themselves and their class. Also, each student teacher defines his or her student teaching situation in a particular way. An implication of the study is that research on teaching should focus on what teachers think and how this interacts with their teaching behavior. (Author/NE)

ED216051 TM820269

Stevens, Floraline I.

A Co-Equals Team Approach to Planning, Managing, and Reporting an Evaluation.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Evaluation Methods; *Evaluators; *Management Teams; *Research Methodology; School Districts

Identifiers-Evaluator Credibility; *Los Angeles Unified School District CA

An innovative approach to planning, managing, and reporting evaluations was created by a need for conducting an effective evaluation in a bureaucratic setting where credibility was important. A more comprehensive and all-inclusive evaluation results when one person's evaluation perspective is expanded to include other approaches and viewpoints. An evaluation team was chosen by the District's administrator/manager. The team consisted of co-equals who had expert knowledge and specific skills. The team of five experts was chosen because of specific and unique skills and expertise they could contribute. The strengths and weaknesses of the co-equals team approach were generated from responses to a questionnaire. The strengths were combined brainpower applied to the evaluations design and methodology, cost effectiveness due to combined abilities and skills, and completion of evaluation in an effective, professional manner. The weaknesses were lack of clarity of team roles in the beginning of organization and feelings of uncertainty due to the absence of a leader. A team of skilled professionals was employed part time. The co-equals team approach was a productive evaluation model. One evaluator cannot have all of the skills found in a team approach. (Author/DWH)

ED216090 UD022276

Bridging the Gap: Post Conference Report, 1981.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 81
Note-101p.; Keynote addresses and overviews of the Iowa Conference on Multicultural Nonsexist Approaches to Home Economics and Industrial Arts Programs (Ames, IA, April 1981). Conference sponsored by the Midwest Sex and Race Desegregation Assistance Centers and Iowa State University.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Guidance; Class Activities; *Curriculum Development; Elementary Secondary Education; Equal Education; *Home Economics; *Industrial Arts; Instructional Materials; *Integrated Curriculum; Minority Groups; *Multicultural Education; Nondiscriminatory Education; Nontraditional Students; *Sex Fairness; Teaching Methods

This report presents the proceedings of a conference on the integration of multicultural and nonsexist approaches into the home economics and industrial arts programs of elementary and secondary schools. The report contains keynote addresses, overviews of each Conference session, and many of the materials made available to conference participants. Topics discussed include strategies for developing multicultural and nonsexist programs for integration into home economics and industrial arts; educational approaches to preparing students for success in multicultural and nonsexist work environments; staff training; outreach programs to attract nontraditional students (defined as those who belong to minority groups, those who work in nontraditional occupations, or those who are disabled) to industrial arts and home economics programs; classroom support systems for nontraditional students; and instructional materials development. (MJL)

ED215913 SE037757

Fox, Kevin

Algebra I Level-Individual Instruction of the n Variable of One Mixture Problem.

Pub Date 82

Note-13p.

Available from-Kevin Fox, P.O. Box 344, Flushing, New York 11380-0344. Two-hundred (200) tests plus answer key costs $4.00. Each tape costs $6.00. Two-hundred (200) copies of page 1 costs $4.00. Complete paper copy costs $1.00 (contains paper copy of tape, test, and answer key).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Algebra; *Audiotape Cassettes; Individual Instruction; *Mathematical Formulas; *Problem Solving; Secondary Education; *Secondary School Mathematics

This material was prepared to help students understand the algebraic process involved in solving mixture problems. The paper copy is designed to be used with a 25-minute audiotape. Students are given a problem which is solved step by step; then they are to answer questions about each step. (MNS)

ED215653 HE015044

Barrows, Thomas S.; And Others

College Students' Knowledge and Beliefs: A Survey of Global Understanding. The Final Report of the Global Understanding Project.

Council on Learning, New Rochelle, N.Y.; Educational Testing Service, Princeton, N.J.

Spons Agency-Department of Education, Washington, DC.; EXXON Education Foundation, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Report No-ISBN-0-915390-31-0

Pub Date 81

Note-294p.

Available from-Change Magazine Press, 271 North Avenue, New Rochelle, NY 10801 ($10.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Area Studies; *College Students; Cross Cultural Studies; *Cultural Awareness; Data Collection; Foreign Policy; *Global Approach; Higher Education; International Relations; Knowledge Level; Language Proficiency; *National Surveys; Research Design; Research Methodology; Second Language Learning; Student Attitudes; *Student Evaluation; Tests; *World Affairs

The development, administration, and evaluation of a national survey to determine college students' understanding of world affairs are described in 12 articles that focus on survey measures, procedures, and results. Stephen F. Klein and Sheila M. Ager describe the issues examined by an assessment committee, their choice of an issues framework for the test, and the selection of content areas, including foreign affairs, world history, and area studies. Thomas S. Barrows discusses four types of measurement methods that were employed: Likert, self-report, semantic differential, and error choice. John L. D. Clark discusses the rationale for the foreign language component, data selection instruments, pretesting of self-appraisal technique, and language pretest results. Mary F. Bennett briefly addresses elements of students' backgrounds that might influence the development of global understanding. Henry I. Braun considers stratification, sample selection, sample characteristics estimation, and variance estimation. Lois G. Harris, Mary F. Bennett, and Thomas S. Barrows examine recruitment, administration, and sampling error, and Stephen F. Klein and Sheila M. Ager discuss structure of the knowledge domain, level of test performance, and item level performance. Mary F. Bennett highlights data that are relevant from foreign language background, proficiency, and attitude standpoints. Thomas S. Barrows presents the results of the surveys, and Thomas S. Barrows and John L. D. Clark report on analyses to fit together response data and survey measures. Additionally, Thomas S. Barrows provides a summary and interpretations. Questionnaires and a list of participating colleges are appended. (SW)

ED215773 PS012815

Gibbs, Sandra E.; And Others

The Effect of Object and Age on Children's Judgment and Reasoning About "Aliveness".

Pub Date 26 Mar 82
Note-12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 24-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences; *Attribution Theory; *Children; Cognitive Processes; *Concept Formation; Developmental Stages; *Logical Thinking; Motion
Identifiers-*Animism; Explanations; *Judgmental Processes; Object Concept; Piagetian Theory

The purposes of this study were twofold: (1) to investigate the effect of movement for several inanimate objects on children's judgments of "aliveness;" and (2) to examine the nature of explanations given by three age groups of children in support of their judgments as to whether animate and inanimate objects were "alive" or "not alive." Inanimate objects were presented in both non-moving and moving states. Fifty-seven boys and girls (17 five-year-olds; 20 six- and seven-year-olds, and 20 eight- and nine-year-olds) were interviewed. The reasons or explanations children provided in support of their judgments were coded into five categories based on Piaget's stages of animistic thought: general movement, spontaneous movement, biological reasoning, vocalization, and miscellaneous. Results demonstrated that movement of inanimate objects increased animistic responding for all children. When inanimate objects were judged to be "alive," children provided explanations based on "general movement," while "biological" and "miscellaneous" categories of explanation were most frequently cited when objects were judged to be "not alive." The objects that possessed a motor elicited the highest frequency of animistic responses. "Alive" judgments for all objects decreased from the five- to six- to seven-year-olds, with no further decrease evident in the eight- to nine-year-olds. (Author/MP)

Reid, J. Norman; And Others
Federal Funds in 1979: Geographic Distribution and Recent Trends.
Economic Research Service (DOA), Washington, D.C.
Report No-ERS-AGES820105
Pub Date Apr 82
Note-118p.; Paper copy not available due to small print size. For related document, see RC 013 313.
Available from-National Technical Information Service, U.S. Dept. of Commerce, 5285 Port Royal Road, Springfield, VA 22161 (PB82-181777, $10.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Role; Comparative Analysis; *Federal Aid; Federal Programs; *Geographic Distribution; Income; *Public Policy; Regional Characteristics; *Rural Urban Differences; *Trend Analysis
Identifiers-*Counties; *Impact Studies

Data from fiscal 1979 provide the basis for an analysis of distribution of Federal dollars among county areas and assessment of major recent trends. Federal per capita funding remains unevenly divided among the regions; however, the advantage of the West and South may be moderating somewhat. The spread of some Federal programs into more rural counties may have helped reduce the nonmetro area funding deficit. Major differences remain in the way specific categories of programs are allocated. Nonmetro areas are behind urban areas in defense funding, but lead in community resources and agricultural programs. Poorer nonmetro counties are especially reliant on income security programs. The report is organized around several major themes: the changing roles of individual Federal agencies; the types of programs providing Federal assistance; the allocation of dollars among regions of the country; the division of funds according to the income level of nonmetro counties; and the distribution of funds among metro and nonmetro areas. Approximately half the document consists of tables and figures. (Author/BRR)

ED215832 RC013334

Morales, Maria E.

Migrant Education Training Program.

Pub Date 82
Note-36p.; Paper presented at the Meeting of the Southwest Educational Research Association (Austin, TX, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Techniques; *Competence; Discipline; *Educational Needs; Instruction; Interpersonal Competence; *Migrant Education; *Needs Assessment; Program Descriptions; Questionnaires; *Self Evaluation (Individuals); Skill Development; Teacher Education; Teacher Improvement; *Teaching Skills
Identifiers-*Texas

In the summer of 1981, 92 participants of 2 Migrant Personnel Training Projects, 20 participants of a local school district Migrant Education Summer Program, 14 participants of a university class studying school supervision and administration, and 209 participants of 7 summer Migrant Personnel Training Institutes were surveyed, using the Migrant Education Special Project Survey Form, to determine the training needs of Texas migrant education personnel. The Survey Form consisted of 21 items which gave the participants' an opportunity to express their feelings of competence or lack of competence in 6 major areas of study: instruction; interpersonal skills; learning (principles and styles); classroom management; evaluation (tests and measurement); and any additional topics named by the participants. Findings indicated that 110 respondents felt they needed skills for teaching reading, 108 needed skills for teaching language, and 126 needed skills for teaching math; 191 respondents felt competent in their ability to motivate students; 97 respondents felt they needed further development in interpersonal skills; 71 respondents felt they needed further skills in keeping discipline; 196 respondents felt competent in interpreting tests; 189 respondents felt competent in using test results; and 249 respondents felt competent in grading tests. (NQA)

ED215870 SE037059

Reay, Judith, Ed.

New Trends in Integrated Science Teaching. Volume V. The Teaching of Basic Sciences, Integrated Science.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No-ISBN-92-3-101757-8
Pub Date 79
Note-238p.; Proceedings from the International Conference on Integrated Science Foundation Worldwide (Nijmegen, Netherlands, March 28-April 7, 1978).
Available from-Unipub, 345 Park Avenue South, New York, N.Y. 10010

Document Not Available from EDRS.

Descriptors-*College Science; Curriculum Development; Curriculum Evaluation; *Elementary School Science; Elementary Secondary Education; Environmental Education; Higher Education; *Integrated Curriculum; *International Programs; Nutrition Instruction; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Teacher Education; Technology; *Unified Studies Curriculum
Identifiers-Science and Society

Proceedings from the International Conference on Integrated Science Foundation Worldwide are provided in abbreviated form. The conference examined developments in integrated science education during the last ten years and discussed possible future trends. Chapters are based upon plenary papers and working groups. Some of the integrated science education topics covered include relationship to other subject areas, world-wide views, design and content, resources, implementation at different levels, teacher education, evaluation, relation to environmental education, relation to technological studies, relation to nutrition and health education, national diffusion, and science and society. An annotated bibliography is provided as a supplement to one contained in New Trends in Integrated Science Teaching Volume III (ED106106). (DC)

ED215892 SE037089

Romberg, Thomas A.; And Others

Performance on Addition and Subtraction Problems: Results from Individual Interviews - Sandy Bay Study.

Tasmania Univ., Hobart (Australia).; Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-WRDCIS-TR-580
Pub Date Nov 81
Grant-NIE-G-81-0009
Note-326p.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Addition; Basic Skills; *Cognitive Processes; Cognitive Style; *Educational Research; Elementary Education; *Elementary School Mathematics; Number Concepts; *Problem Solving; *Subtraction
Identifiers-*Mathematics Education Research

The purpose of this study was to relate children's cognitive processing capabilities and their grade level to their performance and to the strategies they used when working addition and subtraction problems. From two sets of data which assessed memory capacity and cognitive processing capacities, six groups of children with different cognitive characteristics were identified. For a sample of 44, children in five classes at Grades 1, 2, and 3 were selected and interviewed as they worked a set of addition and subtraction problems. Each child was interviewed on three occasions. Each interview consisted of six tasks given under four of six conditions. Codes for three or four categories were assigned to each child's response: model used, correctness, strategy, error, and if incorrect. These data were then summarized in terms of percent correct and general strategy. For both percent correct and strategy used, there were important variations due to problem set (size of number), to specific task, to instruction over time, and to grade. However, what is clear is that children who differ in cognitive processing capacity consistently performed differently regardless of the other important factors. (Author/MP)

ED216030 TM820184

Stufflebeam, Daniel L.

Reflections on the Movement to Promote Effective Educational Evaluations Through the Use of Professional Standards. Discussion Draft.

Pub Date Aug 81

Note-33p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Evaluation; *Evaluation Methods; Program Evaluation; *Standards

Identifiers-*Standards for Evaluation Educ Prog Proj Materials

On behalf of the Joint Committee on Standards for Educational Evaluation, the author reviews the Committee's recent efforts and discusses the needs for further work related to the "Standards for Evaluations of Educational Programs, Projects, and Materials." The Committee has developed a program to guide its work. The program addresses four areas of activity: provision of training and technical assistance; research, development, and training for interpretation and use of the Standards; dissemination of information related to the standards; and revision of the Standards as needed. Critiques of the Standards appeared in the May 1981 issue of "Evaluation News." A content analysis of these critiques yielded both positive and negative comments in four areas: content, rationale, structure, and use. Further work on the content of the Standards should address the trade-offs among them, the use of needs assessment in evaluation, and audiovisual training materials. Dialogue among various standard-setting groups would further develop the Standards' rationale. The structure of the standard-setting process could be improved by expanding the Committee membership. The use of the Standards in field tests should be encouraged. (BW)

ED215695 IR010184

Jackson, Eugene B.

The Chronicle of the Rise and Fall of Special Libraries and Information Centers for Two Decades: A Review Essay on the Directory of Special Libraries and Information Centers (Fifth Edition), the Subject Directory of Special Libraries and Information Centers (Fifth Edition) and the Predecessors Together with Explication of the Changing Special Library Universe between the 1960's and 1979.

Pub Date [79]
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Book Reviews; Comparative Analysis; *Directories; History; *Information Centers; Reference Materials; *Special Libraries

This review essay examines the fifth editions of the Directory of Special Libraries and Information Centers and its companion, the Subject Directory of Special Libraries and Information Centers, and compares these volumes with earlier editions with respect to comprehensiveness of coverage, standards for inclusion, entry forms, consistency, and other related criteria. The background of the directories is outlined, the current context of the North American special libraries universe is described, and changes in the North American special libraries universe as reflected in the successive editions of the directory between the 1960s and 1979 are reviewed. A reference list, 11 tables presenting and comparing data on special libraries, and four figures accompany the text. (JL)

ED215793 PS012841

Quilligan, Edward J.; And Others

Child Health and Human Development: An Evaluation and Assessment of the State of the Science. Pregnancy, Birth, and the Infant.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date Oct 81
Note-77p.; For related documents, see PS 012 839 and PS 012 842-843.
Available from-NICHD, Office of Research Reporting, NIH, Building 31, Room 2A-32, Bethesda, MD 20205 (Single copies available free of charge).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Birth; Health; *Infants; *Long Range Planning; Mothers; Perinatal Influences; *Pregnancy; Prenatal Influences; *Research Needs; Research Opportunities; *Research Projects

Prepared as a resource for developing a 5-year plan of research for the years 1983-1987 by the National Institute of Child Health and Human Development, this report reviews current knowledge in three areas of perinatal medicine: pregnancy, birth, and the infant. Within each of these three general areas, several subtopics are discussed. These subtopics include various maternal disorders during pregnancy, fetal distress and hypoxic birth injury, and the respiratory distress syndrome in premature infants. The concluding section of the document offers recommendations for future research. (Author/RH)

ED215970 SP020043

Fisher, Becky

The Teacher's Role Reflects the Needs of the Students.

Pub Date [Apr 82]

Note-7p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Trends; Elementary Secondary Education; Futures (of Society); *Social Influences; Student Needs; Student Teacher Relationship; *Teacher Characteristics; Teacher Effectiveness; *Teacher Role; *Teacher Stereotypes; *Teaching Conditions

Teachers must be trained to recognize and meet student needs that have evolved through societal changes. At present, children are given too much factual knowledge without the emotional background necessary to cope with and use the knowledge. They must be given the opportunity to want to learn without having knowledge thrust upon them at an early age. The role of the teacher changed during this century from source of knowledge to programmer of knowledge. The teacher is expected to fulfill a wide variety of capacities in professional as well as in personal areas of child development. To meet the needs of the students, teachers must be trained to cope with reality. Qualities and characteristics that should be fostered in teachers for the future include flexibility, maturity, intelligence, and stability. An assertive effort to upgrade the professional image and skills of teachers must be made. (FG)

ED215636 HE015007

Willingham, Warren W.; Breland, Hunter M.

Personal Qualities and College Admissions.

College Entrance Examination Board, New York, N.Y.
Report No-ISBN-0-87447-148-6
Pub Date 82
Note-263p.
Available from-College Board Publications Orders, Box 2815, Princeton, NJ ($24.95 hardbound, $14.95 paperbound).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement; Academic Persistence; *Admission Criteria; Church Related Colleges; Class Rank; College Admission; *College Applicants; College Choice; *College Freshmen; *Competitive Selection; Decision Making; Higher Education; *Individual Characteristics; Private Colleges; Questionnaires; School Surveys; Scores; Student Characteristics
Identifiers-Bucknell University PA; Colgate University NY; Hartwick College NY; Kalamazoo College MI; Kenyon College OH; Occidental College CA; Ohio Wesleyan University; University of Richmond VA; Williams College MA

The extent to which personal and academic factors are important in college admission decisions was studied in 1978, based on data on 25,000 applicants to 9 colleges (Colgate University, Williams College, Ohio Wesleyan University, Kenyon College, Kalamazoo College, Occidental College, Hartwick College, University of Richmond, and Bucknell University). It was found that each college placed primary emphasis on academic factors (three times as much weight as personal ratings). High school rank and test scores were weighted about equally. In order to examine the effect of personal qualities on selection decisions, residual selection rates were computed for a number of different characteristics. At the most selective institutions various personal qualities played a preferential role in selection decisions. Minority status had the largest residual selection rate of any characteristic. Other background characteristics with positive residuals were those that tended to indicate some degree of affiliation with the college (e.g., alumni children). The findings contradict, however, any assumption that socially or economically privileged groups received preference in selection decisions. Personal qualities seemed to come into play mostly when admission was uncertain or unlikely. Attention was also directed to the effect of self-selection by students on application and college selection, the way that characteristics of freshmen classes differ by college, the way that personal qualities relate to success and persistence in the freshman year, and the research literature on admissions. A questionnaire and application forms and bibliography are appended. (SW)

ED215672 IR010129

Manchester College, Funderburg Library. Report of the Self-Study.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date 80
Note-171p.; Use of colored paper in appendices may limit reproducibility.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Libraries; College Students; Higher Education; History; *Library Administration; Library Personnel; *Library Services; Needs Assessment; *Occupational Information; Policy; Profiles; Questionnaires; *Self Evaluation (Groups); Tables (Data)
Identifiers-*Manchester College IN; *User Needs

This report on the results of a new program to systematically examine and strengthen the role of the library in the college's instructional process is organized into three main sections: situational analysis, needs assessment, and action planning. The first section discusses current developments in higher education, including economic trends, state and federal aid, tuition, enrollments and academic trends; the Manchester College profile in the context of its historical background, statement of purpose, academic program, faculty and student populations, financial status, and administration and policy formation; and the library profile, including trends in libraries and library service, physical facilities, the collection, acquisitions, reference, circulation, technical services, job descriptions, the library committee, and current policies. The results of surveys of the needs of library users, library services and management needs, and institutional and library policy making are reported in the second section. The concluding section summarizes what needs remain and how those needs may be met, when, and by whom. Appended are 25 tables of data from faculty, student, and staff surveys, and copies of a statement on and standards for the faculty status of college and university librarians. (RBF)

ED215716 JC820138

Richardson, Richard C.; And Others
Missions of Arizona Community Colleges: A Research Description.
Arizona State Univ., Tempe. Dept. of Higher and Adult Education.
Spons Agency-Arizona State Board of Directors for Junior Colleges, Phoenix.
Pub Date 15 Feb 82
Note-104p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Attitudes; College Faculty; *College Role; *Community Attitudes; *Community Colleges; *Educational Objectives; Governing Boards; Legislators; Questionnaires; Rural Education; *Rural Urban Differences; State Surveys; Student Attitudes; Teacher Attitudes; Two Year Colleges; Urban Education
Identifiers-*Arizona

A study was conducted in 1981 by the State Board of Directors for Arizona Community Colleges to define the missions of the colleges in specific operational terms and to assess the support for these missions by the colleges' constituencies. Specifically, the study sought to determine the services, clientele, and purposes of specific college activities; the relation of these activities to specific missions; the value and priorities accorded to these missions and activities by various constituency groups; and the differences between urban and rural populations in their perceptions of college missions. A Community College Activities Survey, consisting of 60 items identifying specific activities and missions, was administered to state legislators, members of community college district governing boards, faculty and administrators, evening students, and a random sample of registered voters in one rural and one urban county. The study revealed a general consensus among all major constituency groups that instruction in transfer, occupational, and general education should have top priority, with the second highest priority given to basic skills instruction. There was a strong public perception that one of the functions of the community college is to serve special and deserving clientele. Rural respondents were somewhat more likely to perceive the community college as a multi-purpose institution. The study report includes data tables, a technical appendix, and the survey instrument. (KL)

ED215753 PS012696

Kilbourne, Brock K.; Ginsburg, Gerald P.

Infant Mother Vocalization Patterns in Transition.

Pub Date Apr 81

Note-21p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 9-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development; Comparative Analysis; *Infants; *Language Acquisition; *Language Patterns; Language Research; Longitudinal Studies; *Mothers; *Oral Language; Videotape Recordings

Identifiers-*Alternation (Speech); Coaction (Speech); *Vocalization

Video-analysis was used to investigate the transition from coacting to alternating patterns of infant-mother vocalizations in this longitudinal study of one infant. In addition to investigating the transition and its developmental implications, the relationship between the temporal patterning of kinesic and vocal behaviors was studied. The study began when the infant was 3 and 1/2 months of age and ended when the child was 13 and 1/2 months old. A 3/4 inch color television camera was employed to tape a routine cycle of activity, usually on a bi-monthly basis. Each session taped was divided into feeding and play periods. Coaction was operationalized as the occurrence, within each session, of overlapping infant-mother vocalizations. Alternation was operationalized as infant vocalization(s) occurring between the offset of the mother's initial vocalization and the onset of her next vocalization without overlap with her infant's vocalization(s). The infant's state of arousal was also assessed. A test-retest reliability check of an observer's and a graduate student's ratings of coaction and alternation indicated correlations of .79 and .99 respectively. Transition to alternation occurred when the infant was approximately between 4 and 4 and 1/2 months of age and progressed developmentally. Results are discussed in relationship to the temporal requirements of turn-taking and rhythmic aspects of adult conversation. (Author/RH)

ED215914 SO013870

Adams, Charles; And Others

Ethnocentrism as a Multidimensional Paradigm: Prejudice and Homophily.

Pub Date Dec 81

Note-33p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Science Research; *Behavior Theories; *Ethnic Bias; Ethnic Discrimination; *Ethnocentrism; Literature Reviews; *Models; Stereotypes

This paper discusses a multi-dimensional model of ethnocentrism and describes a study that tests the prediction that this multi-dimensional model is a better predictor of communicative behaviors than a single dimensional model of ethnocentrism. First, four theories of ethnocentrism are reviewed in an attempt to find common links among approaches. The first theory discussed is belief congruence- perceptions of similar ingroup-outgroup beliefs, values, and culture. The second theory examined is racial congruence. Some researchers have found that race accounted for more variance in social distance than did belief similarity. Some experimental research on ethnocentrism has been explicitly grounded in the third theory discussed, balance theory, which relies on perceptions of differences to predict ethnocentric behavior. The fourth theory reviewed is the stereotyping/trait-attribution theory. Stereotyping of traits and attributes has been traditionally recognized as central to ethnocentric behavior. The four reviewed theories were found to have two common elements: (1) homophily-heterophily, defined as the degree to which pairs of individuals who interact are similar in certain attributes such as beliefs, values, and education, and social status; and (2) prejudice, an evaluative predisposition to respond to homophily judgments. The argument is thus made that ethnocentrism is a multi-dimensional construct. To test whether this multi-dimensional model of ethnocentrism is a better predictor of communicative behavior than a single dimensional model, 268 students from an introductory class in speech communication from a large university completed various tests. The results of the tests are reported and discussed in the paper. The model received considerable support. (RM)

ED215990 SP020139

Hutson, Harry

Inservice Best Practices: The Learnings of General Education.

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date Feb 79
Grant-G00781840
Note-26p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Change; *Cooperative Planning; *Decision Making; Educational Needs; Elementary Secondary Education; *Inservice Teacher Education; *Professional Development; Program Design; *Program Development; *Program Effectiveness; Program Evaluation; Site Selection; Teacher Improvement

A composite model of exemplary inservice education, derived from a selection of comprehensive sources and basic references in the field, is described. In examining best practice statements, differentiation was made between three domains of inservice. The procedural domain includes chiefly political questions of control, support, and delivery of inservice activities. Within the substantive domain, criteria for deciding issues are technical (In what manner and sequence will needed skills be taught?). Philosophical questions lie within the conceptual domain (What are the purposes of inservice education?). Discussion is presented of the areas within each of these domains where researchers and practitioners have reached a consensus of the best practices for designing, developing, and delivering successful inservice programs. Under the procedural domain, best practices statements prescribe that: (1) Decision-making should be an authentic collaboration of inservice clients, providers, and relevant constituencies; (2) Incentives for participating in inservice programs should emphasize intrinsic professional rewards; (3) Inservice programs should be explicitly supported at the outset by district and building administrators; (4) Outside agencies/consultants may be helpful in support roles; (5) Implementation strategies should include continual professional growth activities and the local development of materials within a framework of collaborative planning; (6) The design of inservice programs should be complex and ambitious; (7) Inservice programs should be planned in response to assessed needs; (8) Inservice trainers should be competent; (9) The school site should be the locus of inservice activities; and (10) The evaluation of inservice should be a collaborative venture whose primary purpose is to assist with planning and implementing programs. Best practices in the substantive domain stated that: (1) The content of inservice should be derived from assessed needs; (2) Inservice content should be directed toward changing teaching, not student behavior; and (3) The process of inservice education should model good teaching. Conceptual domain best practices included: (1) Inservice education should follow a developmental, not a deficit model; and (2) Inservice should be an integral part of the total school program. (JD)

ED216009 SP020252

State Approved Programs of Teacher Preparation Offered by Kentucky Colleges and Universities (as of July 1, 1981). Teacher Education Circular #352.

Kentucky State Dept. of Education, Frankfort. Div. of Teacher Education and Certification.

Pub Date 22 Apr 82
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accreditation (Institutions); Higher Education; *Preservice Teacher Education; Professional Education; *School Personnel; Schools of Education; State Standards; Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs
Identifiers-*Kentucky

Characteristics of 23 Kentucky teacher education programs, at institutions which qualify for consideration under the Interstate Certification Contract for classroom teachers, are provided in this report. The process that culminates in institutional accreditation and teacher certification in Kentucky is outlined and is followed by a listing of the teacher education institutions and their accreditation status--state, regional, and National Council for Accreditation of Teacher Education (NCATE). Tables provide information on each institution on the availability of: (1) elementary, middle, and high school teacher certification programs; (2) areas of concentration; (3) teaching majors; (4) teaching minors; (5) programs for teacher of exceptional children; (6) administrator and supervisor programs; (7) programs for media specialists, school librarians, reading specialists, guidance counselors, and music teachers; (8) specialized school services; and (9) fifth year programs and continuing education. (FG)

ED216071 UD022256

Success of Asian Americans: Fact or Fiction? Clearinghouse Publication 64.

Commission on Civil Rights, Washington, D.C.

Pub Date Sep 80

Note-78p.; Some footnotes may be marginally legible due to small size type of original document.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Asian Americans; Chinese Americans; *Civil Rights; Economic Status; Educational Attainment; Employment Level; Equal Opportunities (Jobs); *Ethnic Discrimination; *Ethnic Stereotypes; Federal Programs; Filipino Americans; Japanese Americans; Korean Americans; Minority Groups; *Public Opinion; *Public Policy; Social Services

Since the 1960s, the popular press and academic journals have promulgated the stereotype of Asian American success, maintaining that Asian Americans are well educated, that they are disproportionately and highly represented in professional and technical positions, and that they earn salaries equal to or higher than those of majority Americans. Data and studies indicate that this stereotype of success does not accurately describe members of Asian American groups. In the first place, the idea that all Asian Americans have achieved a high level of economic well-being ignores vast differences in income, education, and occupation among groups within the heterogeneous Asian communities. Secondly, the success stereotype focuses on Asian Americans who are college graduates or who are in high paying occupations but does not consider the large number of illiterates, those who are in low paying jobs, and the unemployed. Finally, Asian Americans earn incomes that are lower than those of majority Americans with the same education. The widely held stereotype of Asian American success seems to have led to official neglect of Asian American problems. Several incidents demonstrate cases in which Asian Americans were overlooked or omitted from consideration in Federal policies and programs. These examples provide cause for considerable concern. (Author/MJL)

ED215696 IR010185

Fact Book on the Board of Regents 1982 Legislative Program for Libraries.

New York State Library, Albany.

Pub Date 82

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Interlibrary Loans; *Legislation; *Library Automation; *Library Networks; Library Services; Outreach Programs; Public Libraries; School Libraries; *Shared Services; *State Aid; State Libraries; Statewide Planning

Identifiers-*New York

This fact book summarizes the improvement in library systems and library services in New York State as a result of action taken by the state legislature in 1981, and outlines in detail the 1982 legislative proposals of the New York State Board of Regents for the further development of New York libraries. These proposals encompass the following activities: (1) a coordinated resource sharing and document delivery technology study, (2) further development of statewide and regional bibliographic databases and related development to support interlibrary loan resource sharing, (3) expanded eligibility for coordinated library outreach funds, (4) a continuation of school library system "shoe-string" grant projects, and (5) amendment of public library system maintenance of effort taxation requirements. Included are tables summarizing New York State library statistics for 1980 and state support requested for libraries in the state for fiscal year 1982-83. (JL)

ED215735 JC820206

Butler, Dennis G.

Busy Signal: Techniques and Methods Used for Planning and Executing the 1980 Community Telephone Survey. Coast Community Colleges Community Telephone Survey, 1980: Report Number 8.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date Dec 81

Note-48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges; *Community Surveys; *Data Analysis; *Data Collection; Institutional Research; *Needs Assessment; Questionnaires; *Research Design; Research Methodology; Two Year Colleges

Identifiers-*Coast Community College District CA

Information is provided on the procedures and instruments used to conduct the Coast Community Colleges 1980 Telephone Survey as an aid for those planning to undertake a similar study. After an introductory section, Section II discusses study planning, outlining the roles of an executive steering committee made up of key administrators, a technical committee concerned with survey planning and design, and a final decision-making body. It also underscores the value of information forums to explain the project and of write-in suggestions. Section III presents the research design for the project, discussing sampling considerations; sample size; item development, format, order, and context; pre-testing and revision; development of tools for interviewers; and database planning. Section IV considers modes and procedures of data collection, focusing on interviewer training, methods of supervision and data coding, data collection monitoring and daily summaries, time of day considerations, and unproductive sampling areas. Section V describes the key elements of data analysis, including checking for coding and input errors, establishing a plan for data analysis, and determining the principal relationships ascertained from the data. Finally, Section VI provides information on ways of reporting survey results in a form that can be easily understood by the intended audience. Appended materials include the survey instrument and instructions for interviewers. (HB)

ED215794 PS012842

King, Janet C.; And Others

Child Health and Human Development: An Evaluation and Assessment of the State of the Science. Nutrition.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Oct 81

Note-46p.; For related documents, see PS 012 839, PS 012 841, and PS 012 843.

Available from-NICHD, Office of Research Reporting, NIH, Building 31, Room 2A-32, Bethesda, MD 20205 (Single copies available free of charge).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Definitions; Health; Individual Development; *Long Range Planning; Needs Assessment; *Nutrition; Objectives; *Research Needs; *Research Opportunities; *Research Projects

This report, one of 10 prepared in 1980 for the Steering Committee for the Five-Year Research Plan of the National Institute of Child Health and Human Development (NICHD), was prepared to address the state of the science of nutrition research and to relate the programs of the NICHD to present and future needs in nutrition research. Specifically, the report defines the NICHD mission and overall objectives in nutrition research; reviews recent significant findings in nutrition and development; surveys the current state of nutrition knowledge, and defines gaps in that knowledge; recommends, within the framework of the NICHD mission, research issues or objectives that need to be addressed during the next 5 years; suggests research priorities among these 5-year objectives; and states the resources needed to accomplish these objectives. (MP)

ED215851 RC013357

Margolis, Richard J.

Homes of the Brave: A Report on Migrant Farmworker Housing.

Farmworker Housing Coalition, Washington, DC.; Rural America, Inc., Washington, D.C.

Spons Agency-Community Services Administration, Washington, D.C.

Pub Date 81

Note-74p.

Available from-Rural America, 1346 Connecticut Ave. NW, Washington, DC 20036 (1 copy $5.95; 10-25, $4.45; 25 or more, $3.50).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agricultural Laborers; Disadvantaged Environment; Government Role; *Housing Deficiencies; *Housing Needs; *Migrant Housing; *Migrant Problems; *Migrant Workers; Rural Areas; Slum Environment; Social History; Social Isolation

Based on direct observation of farmworker housing, reviews of the literature on the subject, "openended" interviews with migrant workers or members of their families, and visits to some 75 camps in Texas, Florida, Delaware, Maryland, Michigan, and Colorado, this report examines the conditions of migrant housing. Part I provides a brief historical overview of the migrant experience, focusing on the uses of shelter as a bargaining chip in the agricultural labor markets, and examines the federal government's critical role in these proceedings, especially "its historic tendency to confuse the farmworkers' welfare with that of their employers." Concentrating on the housing conditions which existed in the summer of 1980, Part II presents the migrant families' own assessments of their housing, the amount of space provided for families, the rooms they crowd into, the mattresses they sleep on, the burners they cook on, the bath-houses they shower in, the out-houses they use, and the dusty, treeless yards their children play in. The relationship between these and the migrants' notably poor health and low morale is discussed. The last section briefly examines the politics of farmworker housing as characteristically practiced in rural communities. A 30-item bibliography on migrant farmworkers concludes the report. (Author/NQA)

ED215933 SO014009

Brunk, Valeria N.; Denton, Jon J.

Evaluation of A Sociomusic Curriculum for Young Learners.

Pub Date 19 Mar 82
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Evaluation; Grade 1; *Interdisciplinary Approach; *Music Education; Primary Education; *Science Instruction; *Social Studies; Validated Programs

This study was undertaken to validate a curriculum which integrated social studies, science, and musical concepts for first graders in terms of learner achievement. Learner achievement data were derived from 568 young learners in public schools. A four-group design which included one treatment group and three control groups was used. These groups were: a grade one sociomusic treatment group (n=317), a grade one separate subject comparison group (n=102), a kindergarten cohort group (n=73), and a grade two cohort group (N=76). The grade one treatment group experienced an integrated sociomusic curriculum taught by classroom teachers or instructional aides. The three control groups experienced separate subject instruction in music, social studies, and science taught by subject matter specialists. All four groups were similar in terms of socioeconomic and ethnic characteristics and all four groups were administered the same achievement instrument. Analyses of data revealed significant differences between group performances in social studies, science, and music concepts favoring the learner experiencing the integrative approach. (RM)

ED215952 SO014052

Alabama Course of Study: Visual Art. Bulletin 1981, No. 23.
Alabama State Dept. of Education, Montgomery.
Pub Date 81
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Activities; Art Appreciation; *Art Education; Art History; Core Curriculum; Educational Objectives; Elementary Secondary Education; Special Education; State Curriculum Guides; *Visual Arts
Identifiers-*Alabama

Visual art in grades K-12 and in special education classrooms is covered in this Alabama course of study. Containing six sections, the first section of this study is an introduction that presents a rationale for art in the school curriculum; discusses characteristics of a good school art program; and provides information about time and scheduling required and space, facilities, equipment, and materials needed for an art program. The administration of the program is discussed as are specific goals for students involved in the program. The goals of this program are for students to make works of art; acquire a knowledge of the visual art heritage and cultural influences; analyze, value, and judge works of art; and respond to the aesthetic qualities of the natural and manmade environment. Section two lists 13 art requirements for students in grades K-4 and section three lists 10 art requirements for students in grades 5-8. Both of these sections also list suggested art-related activities. Section four lists three art requirements for students in grades 9-12. The content for both a general art program and for a specialized art program is provided for this level. Visual art for special education is briefly discussed in section five. A brief framework for curriculum development K-12 is listed in section six. (Author/NE)

ED215971 SP020047

Mohlman, Georgea G.

Assessing the Impact of Three Inservice Teacher Training Models.

Pub Date Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adoption (Ideas); Change Strategies; Educational Research; *Inservice Teacher Education; Junior High Schools; Observation; Secondary School Teachers; Teacher Behavior; Teacher Characteristics; Teacher Improvement; *Teacher Workshops; Time on Task; *Training Methods; *Transfer of Training

This paper consists of an examination of current thinking on the factors influencing teacher training effectiveness and of a report of preliminary findings from a study of inservice teacher education. Previous research identifies five major components of training common to most inservice programs as presentation of theory, demonstration or modeling of skills, practice in simulated or classroom settings, feedback, and coaching. Those components provide a basis upon which to examine twenty junior high school teachers of English and math for low-achieving students. Teachers were divided into three groups, and three combinations of training components were used. Group 1 received presentation, demonstration, practice, and feedback in the workshops only; Group 2 received those four components plus classroom observations by a peer on two occasions; and Group 3 received the four components plus coaching by a trainer on two occasions. The training concentrated on specific techniques for raising student time-on-task. Preliminary findings were based on the observed percentages of academic interactions for each teacher and group. Group 2 evidenced most gain; this group participated in peer observation that was student-focused. It is tentatively concluded that peer observation is a fairly powerful intervention when it is nonthreatening and coupled with ongoing small-group problem-solving workshops. Group 1 did not improve as much as the other groups since it did not receive extra observations or coaching. Group 3 received on-site coaching from a trainer, but this did not seem to be as effective as peer observation. Descriptions are given of the activities of the four workshops, and the pre- and post-training and change scores for each teacher are graphically displayed. A brief discussion is presented on approaches to research on inservice training. (JD)

ED216031 TM820186

Stufflebeam, Daniel L.

A Review of Progress in Educational Evaluation.

Pub Date Oct 81
Note-19p.; Paper presented at the Joint Annual Meetings of the Evaluation Network and the Evaluation Research Society (Austin, TX, October, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Assessment; *Educational Researchers; Evaluation; *Evaluation Methods; *Evaluators; *Program Evaluation; Research
Identifiers-*Evaluation Research

The dimensions of educational evaluation include conceptualization and technology of evaluation. The methods have been drawn from the area of educational and psychological research. The techniques of evaluation need to serve the information needs of clients, address the central value issues, deal with situational realities, meet requirements of probity, and satisfy needs for veracity. Many researchers have developed new methodology. There is a need to alert evaluators to the availability of new techniques. They should be encouraged to try out and report the results of new techniques, as well as developing new methods. The methodology must fit the needs of education. The application of evaluation was identified as a problem area because there is often insufficient staff and resources to implement systematic evaluation. There is an inability to prevent corruption by political forces. Most of an institution's evaluation efforts tend to be committed to satisfying external requirements for evaluation while ignoring internally based needs. Professional support for evaluators has strengthened and there has been substantial progress in the professionalization of educational evaluators. The analysis of educational evaluation illustrates the need to improve research, training, and financial support for this profession. (DWH)

ED216052 UD021613

Bossone, Richard M., Ed.

The Conference of the University/Urban Schools National Task Force: What Works in Urban Schools. Proceedings. (2nd, Bermuda, March 26-27, 1982).

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Report No-CASE-02-82
Pub Date 82
Note-110p.; For a related document, see ED 212 730.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement; Basic Skills; Community Involvement; Computer Assisted Instruction; *Educational Improvement; *Educational Innovation; Educational Objectives; *Educational Technology; Elementary Secondary Education; Parent Participation; Program Effectiveness; Program Evaluation; Staff Development; *Urban Schools
Identifiers-Baltimore City Public Schools MD; Chicago Public Schools IL; Oakland Unified School District CA; San Francisco Unified School District CA; *School Effectiveness

This report summarizes the proceedings and presents the papers discussed at a national conference on effective aspects of urban education. The first paper discusses the development of the San Francisco (California) Redesign Program, a five year master plan for educational reform which aimed to improve the physical educational environment, community relations, school attendance, and academic performance. A second paper discusses educational improvement efforts in Oakland (California) and in Chicago (Illinois) through the initiation of clearly stated academic goals, a well defined curriculum, and anti-vandalism programs. Another paper describes techniques undertaken by the Baltimore (Maryland) Public Schools to raise students' achievement levels on standardized tests by improving skills in reading, writing, and mathematics. A fourth paper describes the development of technology in American education and concludes that computers provide the means to develop alternative structures needed to decentralize the present educational system. The factors identified in the papers as influential in making urban schools effective include: cooperative involvement of school staff, students, parents, and the community in educational improvement; the adoption of a comprehensive evaluation system; the use of technology, especially the computer, to improve instruction; and staff development for higher quality instruction. (Author/MJL)

ED216091 UD022280

Scott, Elois Skeen; Damico, Sandra Bowman

Predictors of Interracial Contact for High School and University Students.

Pub Date Mar 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students; Correlation; *Extracurricular Activities; Higher Education; High Schools; *High School Students; *Interpersonal Relationship; Predictor Variables; Racial Attitudes; *Racial Integration; *Racial Relations; Whites

A study among white college undergraduates investigated the kinds of activities that promote interracial contact, and the extent to which interracial contact in high school determines interracial contact in college. Results indicated that school sponsored activities both in high school and at the university level encourage contact between students of different races. Additionally, those students who participated in one type of activity in which there was frequent contact were also likely to participate in several other types of activities that promoted frequent contact. Students who experienced frequent contact with other races in high school tended to have a high degree of interracial contact in college as well. It was concluded that the extracurricular programs of schools provide important opportunities for interaction among students of different races. It was recommended that schools exploit the potentials of extracurricular activities for improving attitudes and behaviors among students in regard to racial relations. (Author/MJL)

ED215774 PS012816

Ruthven, Avis J.; Cunningham, William L.

Piaget's Egocentrism: A Unitary Construct?

Pub Date 82

Note-17p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior; *Age Differences; *Egocentrism; Measures (Individuals); One Parent Family; Performance Factors; *Perspective Taking; Social Cognition; Spatial Ability; *Test Validity; *Young Children

Identifiers-*Multiple Measures Approach; *Piagetian Theory

In order to determine whether egocentrism can be conceptualized as a unitary construct, 100 children (51 four-year-olds, 37 five-year-olds, and 12 six-year-olds) were administered a visual/spatial perspective task, a cognitive/communicative task, and an affective task. All tasks were designed to measure different facets of egocentrism. The 50 males (31 black, 19 white) and 50 females (38 black, 12 white) were randomly selected from those attending day care centers in Volusia County, Florida. All subjects were from single-parent families. A chi-square contingency analysis yielded significant results for the 4-year-olds only, indicating that while performance of 4-year-olds on egocentrism tasks was not independent of the task, the performance of 5- and 6-year-olds was independent of the task presented. These findings lend some support to the notion of a unitary egocentrism construct. The differences in performance for the different age groups were explained by a combination of a verbal comprehension factor and perceptual/spatial ability rather than real differences in egocentrism. (Author/MP)

ED215833 RC013336

Hunsaker, Alan C.

A Prompt/Reward Technique to Elicit Socially Acceptable Behavior with Chicano Gang Delinquents.

Aztlan Community Services, Inc., Ontario, CA.
Pub Date [81]
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change; *Contingency Management; Creative Activities; *Cues; *Delinquency; Juvenile Gangs; Mexican Americans; *Motivation Techniques; *Operant Conditioning; Positive Reinforcement; Rewards; Social Behavior; Young Adults
Identifiers-*Chicanos

The effect of general and subject-specific prompts in eliciting a zero- or low-probability behavior in three Hispanic gang members, selected because of their artistic or writing abilities, was examined by monitoring their behavior in submitting any original work, written or pictorial, that could be published in a community newsletter. Dependent variable was the number of pages submitted. The general prompt consisted of one-page flyers announcing the reward contingency with no reward amount given. Subject-specific prompts involved face-to-face or telephone contact to inform the subjects of the reward amount. The reward amount or the reward contingency was altered to increase the frequency of the target response. Once materials were remitted, checks were disbursed at various intervals ranging from one to sixty days. Two subjects were also briefly interviewed to verify the effectiveness of the experimental manipulations and to assess the subjects' evaluation of the project. The general prompt was ineffective, but subject-specific prompts elicited a total of 38 pages of work. The importance of the findings is discussed in terms of the relationship of the target behavior to violent behavior, and the possible application of the technique to increase Hispanic utilization of public clinics. (NQA)

Beckwith, Gwendolyn Long; And Others

Waukegan Behavior Analysis Follow Through Individualized Math Instruction Program: A Curriculum Manual for Teachers and Teacher Aides.

Waukegan Community Unit School District 60, Ill.
Spons Agency-Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
Pub Date [79]
Note-79p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Curriculum Design; Curriculum Guides; Elementary Education; *Elementary School Mathematics; *Individualized Instruction; Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; *Program Descriptions; Validated Programs
Identifiers-*Behavior Analysis Classroom; Heath Elementary Mathematics Series; National Diffusion Network Programs; *Waukegan School District IL

This document details aspects of the Waukegan Behavior Analysis Follow Through Program, designed for individualized instruction using Heath Elementary Mathematics textbooks. The guide contains five major sections. The first details the structure of the Heath series. Section two covers the process of student placement in the program. The third section contains: Preparing to Teach in a Behavior Analysis Classroom; Lesson Plans; Group Presentation of Concepts; Working in Books; and Recording Progress. Section four presents: How to Teach Math in a Behavior Analysis Classroom; Contacts; Concrete Materials for Instruction; Testing; Suggestions for Remediation; Red Line Procedures; Starred Words; and References. The final portion consists of eight appendices, titled: (A) Learning Objectives; (B) Trainee Checklist; (C) District Tests; (D) Page Correlations for Districts Tests; (E) General vs. Descriptive Praise; (F) Mathematics Back-up Activities; (G) Math Glossary; and (H) Follow Through Language. (MP)

ED215893 SE037095

1980 Federal Obligations to Universities and Colleges Rose Slightly in Constant Dollars. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No-NSF-82-301

Pub Date 29 Mar 82

Note-5p.; Not available in paper copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Science; Engineering; *Engineering Education; *Federal Aid; *Federal Programs; *Financial Support; *Higher Education; School Funds; Science Education

Identifiers-*Research and Development

This brief document reports on Federal support to individual universities and colleges both for science/engineering (S/E) and non-S/E activities. The study, the only source of data on total Federal obligations to individual academic and nonprofit institutions, is carried out annually by the National Science Foundation (NSF), as a result of a congressional mandate to do so. The data are based on a survey of the 15 Federal Agencies with the largest programs supporting S/E activities, and account for about 95 percent of all Federal obligations to universities and colleges in fiscal year 1980. Support increased by 9 percent between 1979 and 1980, which meant 1 percent in real dollars. Further, the greatest increase in research and development (R&D) funds between 1971 and 1980 occurred in life sciences, the smallest in psychology. This report contains detailed information on several aspects of Federal support, including a table listing Federal obligations to 100 universities and colleges receiving the largest amounts in fiscal year 1980. (MP)

ED215654 HE015045

Kerr, Oliver

Regional Demographic and Economic Profile of Southeast Florida: A Report to the Board of Directors of the Southeast Florida Educational Consortium.

Southeast Florida Educational Consortium, Miami.
Pub Date 7 May 81
Note-146p.; Parts may be marginally legible.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*College Planning; College Role; Consortia; *Demand Occupations; *Economic Climate; *Educational Demand; Employment Opportunities; Employment Statistics; Geographic Regions; Immigrants;

Master Plans; *Population Trends; Postsecondary Education; *Regional Characteristics; School Community Relationship; Statewide Planning; Student Characteristics
Identifiers-*Florida

A special task force of institutional research and planning personnel, established by the Southeast Florida Educational Consortia to collect regional and institutional data useful for statewide planning, reports on: (1) some postsecondary educational directions suggested by regional demographic and economic data, (2) population growth and characteristics of the region, and (3) economic characteristics. The role of colleges and universities in meeting the cultural enrichment needs of an urban area is also briefly addressed. Based on demographic and occupational data of Broward, Dade, and Palm Beach counties, it is suggested that an interinstitutional data collection effort should continue on a regular basis by member institutions of the Southeast Florida Educational Consortium. Among the findings and conclusions are the following: Rapid population growth implies a sustained increase in the local demand for higher education, while demographic characteristics of the population will offer a challenge to educators. The high proportion of blacks and Hispanics and recent immigrants pose language, cultural, and other educational concerns. Higher education may also need to assist the community in coping with the stresses of immigrant assimilation. The two fastest growing industry divisions are finance/insurance/real estate services, which have significant numbers of female workers. Information on other industries is presented. In addition, the faster growing occupational groupings (e.g., clerical workers) are those with higher than average skill requirements, and many of which usually require some postsecondary education (e.g., legal and medical secretaries). Numerous appended materials include Bureau of the Census and Department of Labor statistics and sources of information, along with a Florida master planning outline. (SW)

ED215673 IR010131

Taylor University Small Library Planning Program. Report of a Self Study, September 1979-April 1980.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date Apr 80
Note-139p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Libraries; College Students; Higher Education; Learning Resources Centers; Library Administration; Library Expenditures; *Library Facilities; Library Personnel; *Library Planning; Library Services; *Needs Assessment; *Profiles; Questionnaires; Self Evaluation (Groups)
Identifiers-Library Users; *Taylor University IN

This report of a study of the Ayres Memorial Library, undertaken to develop action-oriented plans to improve its performance, is organized in three main sections: situational analysis, needs assessment, and action planning. The first section provides the institutional and library profiles and descriptions of the library and higher education environments, including facilities, online services, user expectations, and national library-related developments. User, service delivery, and management needs are the focus of the second section. The final section describes various action plans developed by the project, e.g., for personnel, a centralized computer, and weeding. A bibliography of 16 citations, two appendices, and many tables and figures are provided. (RBF)

ED215717 JC820141

McCarty, Lisa

A Comparison of Student Trends at Kansas Community Colleges with JCCC [Johnson County Community College].

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date Dec 79

Note-178p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*College Transfer Students; Community Colleges; Comparative Analysis; *Employment Patterns; Followup Studies; Graduate Surveys; Participant Satisfaction; Questionnaires; State Surveys; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

Identifiers-*Kansas

In 1979, the Kansas Association of Community Colleges conducted a survey of students who had previously attended one of the state's 19 community colleges to determine their characteristics (i.e., sex, race, age, full-/part-time classification, and residence); academic characteristics (i.e., previous enrollment, reasons for college attendance, employment status while enrolled, length of enrollment, degrees received, withdrawals and transfers, and majors); present employment and perception of current job; transfer results; degrees; and ratings of programs and services. A comparison of the data pertaining specifically to Johnson County Community College (JCCC) with the data for community colleges statewide indicates a number of similarities. For example, the JCCC group resembled the statewide sample with respect to percentage of male enrollments, ethnic distribution, reasons for attending college, percentage earning an associate degree, common majors, percent currently employed, credits transferred, and ratings of vocational and transfer preparation. However, there were a number of observable differences between the two groups, including: (1) JCCC attracts an older student than other Kansas community colleges; (2) almost three times as many JCCC students attended college on a part-time basis as their statewide counterparts; (3) more JCCC students continued to reside in the community college district; and (4) JCCC students were more likely to be employed in jobs related to their field of study. The questionnaire and extensive data tables are included. (KL)

ED215754 PS012775

Ochiltree, Gay, Ed.

Forum--Children and Families. Report of Proceedings of a Seminar (Melbourne, Australia, March 1981).

Institute of Family Studies, Melbourne (Australia).; Victorian Child Development and Family Services Council, Melbourne (Australia).

Report No-ISBN-0-642-89344-6

Pub Date Oct 81

Note-38p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Child Abuse; Child Advocacy; *Child Development; Childhood Attitudes; Cognitive Development; Ethnic Groups; *Family Life; *Family Programs; Foreign Countries; Physical Disabilities; Program Evaluation; *Research Needs; Research Projects; *Research Utilization; Seminars

Identifiers-*Australia; Childrens Rights

Reported in this document are proceedings of a forum on the relationships between the child and the family. Held March 1981 in Melbourne, Australia, the forum was jointly sponsored by the Institute of Family Studies and the Victorian Child Development and Family Services Council (CDFSC). Specifically, the purpose of the forum was to enable participants to discuss current and future research needs and to look at what is being done in the research within the seminar topic. Following a brief introductory overview of the forum's objectives and a description of the CDFSC's role and functions, the document presents the eight papers given in the forum. Titles of the papers are "Research on the Child's Experience of Family Life," "Children's Rights in Victoria," "Research and Evaluation in the Office of Child Care," "Research and Advocacy for Children," "Ethnic Group Children," "Research into Child Maltreatment," "Children's Conceptualisation of Development," and "Children, Families and Physical Disability: A Research Review." (Author/MP)

ED215814 RC013315

Piepmeir, Katherine Blakeslee

Women's Organizations: Resources for Development. Women in Development.

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date Oct 80

Note-55p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Agency Role; *Change Strategies; Child Rearing; Day Care; Delivery Systems; *Developing Nations; Equal Education; Females; International Organizations; National Organizations; *Organizations (Groups); *Participation; Planning; Primary Health Care; Private Agencies; Public Agencies; Public Policy; *Resources; Rural Development; Sex Role

Identifiers-*Rural Women; *Womens Organizations

There has been growing recognition of the actual and potential contributions of women to the achievement of national development plans; in fact, national goals will not be met unless women become full participants in the process of social and economic development. Some attention has been focused on the potential of women's groups and indigenous non-governmental organizations working with women as valuable mechanisms for working with women and as resources for general development. Requests from indigenous women's groups to international or national women's groups and non-governmental organizations for assistance have grown, but the aid reaching them has not yet reached a critical mass which could lead to widespread impact. This paper's primary purpose is to explore the possibilities for strengthening the capacity of women's groups and indigenous non-governmental organizations as a development resource. Part I examines invisible contributions of women to social and economic development and need for incorporating their concerns in development plans and programs (80% of African and 75% of Asian women are rural and poor, and are unreached by development assistance). Part II focuses on institutional rather than programmatic components of a strategy for change. Recommendations cover impact on women (4), policy relevance (6), and channels for assistance (6). (BRR)

ED215915 SO013873

Thompson, Charles A.

Primary Social Studies: A Refocus on the Student.

Pub Date 82

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development; Curriculum Design; *Curriculum Development; Developmental Stages; Instructional Development; Instructional Materials; Learning Activities; *Material Development; Primary Education; Program Evaluation; Research Utilization; *Social Studies; Teacher Developed Materials

This paper describes how Wichita, Kansas, public school teachers developed a grade K-2 social studies curriculum focusing upon the developmental needs of children. A group of teachers met to examine textbooks and recommend a future social studies basal textbook adoption. They were not pleased with the primary level texts available through publishers. They found that most first grade social studies texts are picture books, with no more than seven to ten words printed on each page. The teachers knew that research indicates that children at the pre-school through second grade levels prefer kinesthetic or motor modes of learning relating to concrete objects. These texts were not appropriate for use with children who have yet to reach a maturational stage relating to abstractions and symbolic forms. So they decided to develop a new primary social studies resource and activities guide based upon a concrete operational model and addressing district-wide K-12 social studies objectives. These objectives and the district's five basic K-12 social studies curriculum strands (which are presented in the paper) became the frame of reference for project development. Superimposed upon these five strands was the traditional "expanding horizons" schema. Activities developed by teachers were arranged in clusters according to how their objectives related to identified behavioral outcomes for each grade level. Many of the activities were interdisciplinary. Since the Fall of 1981, the guide has been implemented in Wichita's 75 elementary schools. Evaluations by teachers have been overwhelmingly positive. (RM)

ED215934 SO014011

Falk, Richard

Normative Initiatives and Demilitarization: A Third System Approach.

Institute for World Order, New York, N.Y.

Spons Agency-World Order Models Project.
Report No-ISBN-0-911646-11-3; WOMP-WP-13
Pub Date 82
Note-24p.
Available from-Institute for World Order, 777 UN Plaza, New York, NY 10017 ($2.00, 5-25 copies, $1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Activism; Citizen Participation; *Disarmament; *Global Approach; International Relations; *Peace; Political Attitudes; Social Action; *World Affairs; World Problems
Identifiers-*World Order

This paper explores and identifies initiatives in the struggle against militarization. It is one of a series of working papers commissioned by the World Order Models Project in its effort to stimulate research, education, dialogue, and political action aimed at contributing to a movement for a just world order. Taking into account the political structures and restraints of different polities, the author examines normative initiatives that challenge the root assumptions of militarization and that can be linked to actual social forces working for principled demilitarization. For purposes of clarification, three systems of political action can be distinguished: the First System - the state and its support infrastructure; the Second System - the United Nations and regional international institutes; and the Third System - represented by people acting individually and collectively through voluntary institutions. The author points to the primacy of the Third System. He argues that, at the present time, the First System is generally supportive of the underlying logic of militarization. The Second System, being a dependency of the First System, is generally unable to implement demilitarization initiatives. Only the Third System is consistently able to sustain normative initiatives of consequence to demilitarization. Normative initiatives relevant to demilitarization undertaken in the Third System can aid in mobilizing effective opposition to militarization in all three systems by altering the normative effective climate, thereby producing new "creative space" for political innovation. Finally, the author provides examples of the most promising Third System normative initiatives at the global, regional, state, and individual levels. (Author/RM)

ED216010 SP020255

Heald, James E., Comp.

Report to the Profession 1982. American Association of Colleges for Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date May 82

Note-22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Degrees (Academic); *Enrollment; Full Time Faculty; Full Time Students; Higher Education; *Schools of Education; *School Statistics; School Surveys; Teacher Education Programs; *Teacher Educators; *Teacher Salaries

Identifiers-American Association of Colleges for Teacher Educ

Data for this report were collected from 617 schools, colleges, and departments of education that are members of the American Association of Colleges for Teacher Education. Enrollment data are discussed, with tables showing student enrollment in lower, upper, and graduate levels by geographic region. Institutional enrollment by quartile is also presented. A limitation is noted due to the difficulty, in some institutions, in differentiating between full time students and full time equivalent students. Tables and charts illustrate data collected on resources: full time and part time faculty, hard and soft money positions, and quartile ranges for full time faculty, support personnel, and equipment. Types of degrees offered by institutions by geographic region are also portrayed. (FG)

ED216072 UD022258

Gatlin, Beverly, G.; Brown, Robert M.

Effects of Father Absent on Educational Achievement of Rural Black Children.

Pub Date 75

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Black Students; Elementary Secondary Education; *Family Structure; *Fatherless Family; Grandparents; Nuclear Family; *Rural Youth

Identifiers-*North Carolina (Halifax County)

Baker's Elementary School in Halifax County, North Carolina, has an all-black, rural student population, about 52 percent of whom live with both parents, 32 percent with one parent (mother only) and 16 percent with their grandparents. Data on the students' academic achievement indicated that in the language arts area, children from one parent families (mother only) tended to score lower than children living with both parents or with their grandparents. The findings suggest that while living with the mother only has an unfavorable effect on children's academic achievement, father absence does not seem to make a difference, since children who lived with their grandparents did as well as those who lived with both parents. (MJL)

ED215637 HE015008

Centra, John A.

Research Productivity and Teaching Effectiveness.

Educational Testing Service, Princeton, N.J.
Report No-ETS-RR-81-11
Pub Date May 81
Note-18p.
Available from-Educational Testing Service, Princeton, NJ 08540.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty; Higher Education; *Productivity; *Research; *Scholarly Journals; Scholarship; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Teacher Evaluation; *Teaching Skills
Identifiers-*Faculty Publishing

The relationship between research productivity and teaching effectiveness was studied in 1979 and 1980 by considering faculty members at different career stages and in different academic fields. Two samples of faculty members were evaluated: 2,973 from 61 four-year institutions and 1,623 at 10 four-year colleges and universities that emphasized research productivity. Faculty administered the Student Instructional Report, which includes student ratings of teachers with regard to: course organization and planning, faculty/student interaction, communication, course difficulty and workload, textbooks and readings, tests and exams, the value of the course to the students, and the overall effectiveness of the teacher. These factors were correlated with the self-reported number of publications for each faculty member during the most recent five-year period. For both samples, teachers of social science courses were the only group for which there were consistent though modest relationships between the number of published articles and student ratings of instructor effectiveness. Findings did not support a "spill-over" effect of research on teaching, or a general ability and energy factor. It is concluded that the relationship between performance in teaching and research is either nonexistent or, where it appears, too modest to indicate that one necessarily enhances the other. (Author/SW)

ED215697 IR010186

Budd, John; Coutant, Patricia

Faculty Perceptions of Librarians: A Survey.

Pub Date 81

Note-31p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Libraries; *Academic Rank (Professional); *Attitudes; *College Faculty; College Libraries; *Librarians; Library Surveys; *Professional Recognition; Tables (Data)

In the fall semester of 1981, librarians at the Sims Memorial Library of Southeastern Louisiana University (SLU) surveyed the faculty of the university to ascertain their perceptions of the status and professional contributions of librarians. Of the 264 questionnaires sent out to faculty at the four major colleges (Business, Education, Humanities, and Science and Technology), 137 were returned completed, representing a response rate of 51.9 percent. Responses were analyzed for each major college according to the rank of the respondents (i.e., professor, associate professor, assistant professor, or instructor). The questionnaire was modeled after an instrument developed at Southern Illinois University, Carbondale (SIU-C), covered such topics as the frequency of library use by faculty members, the importance of library collections for faculty research, the importance of librarians as assistants in research and teaching, whether or not librarians should conduct research, what type(s) of research librarians should conduct, and whether librarians should be granted full faculty status. It was found that a majority of faculty view librarians as professionals and that most of those surveyed felt that librarians should be granted faculty status. Data are presented in 12 tables, and a reference list and 1 25-item bibliography are attached. (JL)

ED215795 PS012843

Hartup, Willard W.; And Others

Child Health and Human Development: An Evaluation and Assessment of the State of the Science. Child and Adolescent Development.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date Oct 81
Note-82p.; For related documents, see PS 012 839 and PS 012 841-842.
Available from-NICHD, Office of Research Reporting, NIH, Building 31, Room 2A-32, Bethesda, MD 20205 (Single copies available free of charge).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescents; *Child Development; Children; Cognitive Development; Communication (Thought Transfer); Emotional Development; Language Acquisition; Learning; *Long Range Planning; Physical Development; *Research Needs; *Research Opportunities; *Research Projects; Social Development
Identifiers-Developmental Behavioral Biology

The current state of and opportunities for basic research related to child and adolescent development are described in this report. The document was prepared as a resource for developing the National Institute of Child Health and Human Development's 5-year plan of research for the years 1983-1987. Five broad areas of research are addressed: (1) physical growth and physiological development, (2) developmental behavioral biology, (3) learning and cognitive development, (4) language development and communication, and (5) social and emotional development. Within each broad area a number of specific foci for research efforts are discussed. (RH)

ED215852 RC013358

Najera, Carlos, Comp.

Chicanos: A Selective Guide to Materials in the UCSB Library.

California Univ., Santa Barbara. University Library.

Pub Date Jan 72

Note-83p.; Paper copy not available due to small print size.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Anthropology; Architecture; *College Libraries; Cultural Background; *Cultural Influences; Curriculum Development; Economics; Folk Culture; Government Publications; Higher Education; *Hispanic American Culture; *Library Collections; Mexican American History; *Mexican Americans; Migration; Mythology; Political Science; Public Health; Sociology

Identifiers-Chicanos; University of California Santa Barbara

Intended to assist students and faculty members in locating materials on the life and culture of Mexican Americans or Chicanos found in the Library at the University of California at Santa Barbara, this guide cites 772 books, curriculum development guides, and government publications, published between 1917 and 1970. The guide does not cite the entire library holdings on the subject, but reflects the range of collection as of the Fall of 1971. Arranged according to subject categories, beginning with bibliographies and continuing with special subjects, the guide consists of 15 sections: Bibliographies, Archaeology/Anthropology, Art/Architecture/Theatre, Economics and Labor, Education, Folklore and Mythology, History, Literature, Mexican Heritage, Migration, Political Science, Public Health, Sociology, Curriculum Collection Materials, and Government Publications. Entries are arranged by author or title within each section, with the exception of the sections on curriculum collection materials and government publications. Entries in these two sections are arranged by main entry. Entries cover such subjects as acculturation, agricultural laborers, bilingualism, migrant children, civil rights, intermarriage, land grants, mental hygiene, strikes and lockouts, and migration. Author and subject indices conclude the guide. (NQA)

Alabama Course of Study: Social Studies K-12. Bulletin 1980, No. 22. Revised.

Alabama State Dept. of Education, Montgomery.
Pub Date Feb 80
Note-106p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Core Curriculum; Educational Objectives; Elective Courses; Elementary Secondary Education; Fundamental Concepts; School Law; Skill Development; *Social Studies; State Curriculum Guides
Identifiers-*Alabama

This guide presents in four sections a course of study in social studies for use in Alabama for grades K-12. Section one includes a rationale for teaching social studies; a listing of management, methods, and content characteristics of a good social studies program; and an extensive list of social studies objectives. Some objectives of the program are for students to acquire knowledge and an appreciation of the past and develop intellectual, academic, geographical, communicative, and social participation skills. The statutory and Alabama State Board of Education social studies requirements and the minimum social studies requirements by grade level are given in section two. Section three covers additional courses that may be offered by the school at the option of the local school system. Section four gives a summary outline of the K-12 social studies course of study. Two appendixes make up the major part of this volume. Appendix A consists of tables that illustrate social studies concept development by discipline and grade level. For example, in first grade under the discipline of history, the concept of civilization is to be taught as students study how nations develop and change. Appendix B consists of charts which were developed as an aid to social studies teachers who desire to improve their teaching of social studies skills. The charts represent an illustrative analysis of major skills areas that should be developed in social studies programs. (NE)

ED216032 TM820188

Cooper, Harris

Scientific Guidelines for Conducting Integrative Literature Reviews.

Pub Date Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavioral Science Research; Data Analysis; Data Collection; Evaluation; *Literature Reviews; *Models; Research Reports; *Validity

Identifiers-*Integrative Processes

Inferences made in integrative research reviews are as important to the validity of behavioral science knowledge as are those in primary research. The research review is conceptualized as a scientific inquiry involving five stages paralleling those of primary research. Problem formulation is the stage when variables are defined conceptually and operationally. In the data collection stage, an inquirer must decide on the population of elements that will be the referent for the inquiry. Critical judgments about the quality of data points occur during data evaluation. Data collected by the researcher are synthesized into a unified statement during analysis and interpretation. Presentation of the review in a public document is the final stage. One study asked reviewers to integrate literatures that vary in findings and operational homogeneity of their studies. Some were requested to make formal judgments of research quality. The other study manipulated literature size, findings, and the reviewer's analytic interpretation strategy. The dependent variables in both studies were reviewer perceptions about the tested hypotheses and recommendations for future research. (DWH)

ED215674 IR010132

Workshop for Japanese Collection Librarians in American Research Libraries (Washington, D.C., August 28-30, 1978).

Association of Research Libraries, Washington, D.C. Office of Management Studies.
Spons Agency-Japan - U.S. Friendship Commission, Washington, D.C.
Pub Date Aug 78
Note-169p.
Available from-Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($12.50 per copy).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Area Studies; College Libraries; Foreign Countries; Higher Education; Librarians; Library Acquisition; *Library Administration; *Library Collections; *Publishing Industry; Research Libraries; *Shared Services; Statistical Analysis; Workshops
Identifiers-*Japanese Studies; Library of Congress

A description of the structure and approach of a workshop held to identify and explore important issues relating to the future of Japanese collections in academic and research libraries is provided, as well as eight papers presented at the workshop together with written reactions to the papers by other workshop participants. Topics covered include: (1) the current status and directions of Japanese studies; (2) the current status of collections supporting Japanese studies; (3) the management and organization of Japanese collections; (4) the book market in Japan and the acquisition program of the Library of Congress; (5) Japanese libraries for Japanese Studies, focusing on libraries in general and special collections on literature, history, and the social sciences; (6) the case of Japanese collections as an emerging issue in national resource sharing, including problems of access and coordinated collection development, the National Periodicals Center, and the Center for Research Libraries; (7) a view of resource sharing from a smaller collection; and (8) the regional level of resource sharing. Many papers contain references and tables. Three appendices provide workshop results and recommendations, a list of participants, and part one of a doctoral dissertation on Japan, which gives a statistical and analytical overview of current trends. (RBF)

ED215736 JC820209

Parks, Robert B.

Costs of Programmatic Accreditation for Allied Health Education in the CAHEA [Committee on Allied Health Education and Accreditation] System: 1980. Executive Summary.

American Medical Association, Chicago, IL. Dept. of Allied Health Education and Accreditation.

Pub Date Feb 82

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accreditation (Institutions); *Accrediting Agencies; Agency Role; *Costs; *Fees; National Surveys; Research Problems; Unit Costs

Identifiers-*Committee on Allied Health Educ and Accreditation

During 1981, the Committee on Allied Health Education and Accreditation (CAHEA) conducted a survey to determine the costs to institutions of the program accreditation process. A memorandum requesting program and institutional information and direct salary expenses was sent to 1,727 institutions sponsoring one or more CAHEA-accredited programs, and a separate request for information on activities and expenditures was sent to CAHEA review committees. Responses from 424 institutions (246 hospitals and 178 colleges and universities) revealed that the fees paid by institutions met an average of 83% of the review committee expenditures; that when costs of voluntary labor were added to actual expenditures, fees met 36% of accreditor costs; that institutions received 3.6 "service value dollars" for each fee dollar paid; that the cost of fees per pupil averaged $13.81, while the accreditor cost per pupil, including voluntary labor, averaged $49.88; and accreditor reimbursement per pupil was $28.47. The study report includes discussions of the overall scope and role of CAHEA and its concerns with accreditation costs; a review of study methodology, findings, and limitations; and details about CAHEA's efforts to restrain the costs of the accreditation process by reducing the number of accreditation visits, teleconferencing, and extending the lengths of accreditation. Appended material provides information on CAHEA fees and policies and the survey instrument. (HB)

ED215775 PS012817

Study of Head Start Unit Costs: Final Report.

Aurora Associates, Inc., Washington, D.C.; Westat Research, Inc., Rockville, Md.

Spons Agency-Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
Pub Date 17 Mar 82
Contract No-HEW-100-81-0033
Note-165p.; Filmed from best copy available.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Cost Effectiveness; *Day Care; Early Childhood Education; *Evaluation Methods; Expenditures; Financial Policy; *Financial Support; Income; *Program Costs; Program Evaluation; Questionnaires; Research Design; Tables (Data); Unit Costs; Worksheets
Identifiers-*Conceptual Frameworks; Exploratory Studies; *Project Head Start; Short Term Evaluation

This report provides a summary of and recommendations from a study which investigated the cost structure of 16 Head Start grantees and delegate agencies. The study came about when the Office of Evaluation and Technical Analysis, Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services (DHHS) issued a basic ordering agreement to Aurora Associates, Inc., and Westat, Inc. to conduct a series of short-term, management-oriented studies of DHHS programs. (The task order discussed in this final report is the second resulting from the 1981-82 basic ordering agreement.) Following an executive summary of the study, its conceptual framework, and its plan (including descriptions of site selection and visits, the sample, and instruments used), a detailed discussion of the study's results, organized around six study questions, is presented, and the potential use of such information in a national examination of Head Start grantee and delegate costs is discussed. Finally, means of facilitating an examination of program costs across all Head Start grantees are recommended. A copy of the study's instruments, summary tables of the data gathered, and responses to the draft of the final report from programs in the sample are appended. (MP)

ED215834 RC013337

Walker, Dorothy

Basic Archery. Instructor Manual: Archery Skills Series.

Missouri Dept. of Conservation, Jefferson City.; Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Pub Date 81

Note-89p.

Available from-Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102 ($3.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Archery; Disabilities; Elementary Secondary Education; *Equipment; Glossaries; History; Information Sources; Lesson Plans; Mastery Learning; *Outdoor Activities; *Outdoor Education; *Safety Education; *Skill Development; Units of Study

Written with classroom teachers in mind, the learning module presents information and activities for youth to learn to shoot a bow safely and to develop reasonable skill with the bow and arrow. Ten objectives to be achieved at the completion of instruction include: identifying parts of the bow and arrow; defining such terms as recurve bow, end, round, high and low anchor; describing and demonstrating proper form when shooting, safe shooting procedures, and stringing and unstringing a bow; and shooting a modified round with success. Guidelines are provided for adapting archery equipment and instruction for mentally retarded and hearing/visually/orthopedically impaired students. Twenty rules of safety are addressed and emphasized for importance in teaching archery. The subject information includes archery equipment, class size, range layout, preliminary classroom instruction mimetics, learning to shoot, scoring and rounds, and novelty events. Ten 60-minute lesson plans are arranged so instructors may only use the first five lessons if time does not permit. Each lesson lists equipment and materials needed for activities. A suggested written test and skills test are provided to evaluate students' mastery of material taught. A glossary of archery terms, bibliography of references and suggested teaching aids provide additional information. (ERB)

ED215872 SE037062

Criteria of Excellence - Mathematics. Promising Practices.
Alaska State Dept. of Education, Juneau.
Pub Date Aug 79
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Criteria; Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Guidelines; *Mathematics Curriculum; *Mathematics Education; *Program Evaluation; State Departments of Education
Identifiers-*Alaska State Department of Education

This brief document, produced by the Alaska Department of Education, presents criteria designed to be used by school administrators, professional staff and community representatives to assess mathematics programs and provide a basis for establishing goals in teaching mathematics. Criteria cover staffing, leadership, professional development, diagnosing and describing, scope and sequence, resources, program, and program evaluation. Additional possible uses for the criteria include: (1) validation of exemplary programs and promising practices; (2) self-appraisal by building, district, or community level; (3) development of long range goals; (4) planning for staff development, inservice, and training activities; and (5) disseminating information and improving public relations. (MP)

ED215972 SP020048

Gehrke, Nathalie J.

The Affectionate Relationships of Fifth Year Teachers and Their Secondary Students.

Pub Date Apr 82
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affection; Body Language; Educational Research; Hostility; *Interpersonal Attraction; Research Needs; *Secondary School Students; *Secondary School Teachers; Sex Differences; Student Behavior; *Student Teacher Relationship; *Teacher Attitudes; *Teacher Behavior

Secondary school teachers' personal relationships with students is a crucial issue. However, it is rarely the subject of research or of materials for preservice teachers, partly because of the delicacy of the subject, as well as the difficulty of the researcher's obtaining highly guarded personal information. A five-year study with 11 beginning secondary school teachers provided an opportunity to examine teachers' positive and negative feelings toward their students. During the study, it was noted that teachers were more likely to express dislike or hostility toward individual students than feelings of affection. In the fifth year of the study, teachers were asked direct questions about their feelings of attraction for certain students and about their experiences and techniques for dealing with student crushes. Teachers mentioned touching as a natural part of their interaction with students, although men teachers reduced eye contact and touching with female students to avoid suggestions of undue interest. Teachers described their own flirtatious behavior as well as their parental feelings toward students. Research into affectionate relationships between teachers and students, or affectionate research, should be accomplished through longitudinal studies by dedicated, caring researchers. (FG)

ED215991 SP020140

Baker, Kenneth

National Inservice Network: An Emerging Collaborative Effort Between General and Special Educators.

National Inservice Network, Bloomington, Ind.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date May 79
Grant-G00781840
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Planning; Elementary Secondary Education; Federal Programs; Information Dissemination; Information Needs; *Inservice Teacher Education; Linking Agents; *Mainstreaming; Mild Disabilities; *Networks; *School Districts; Special Education; Staff Development; *State Boards of Education; Statewide Planning; Teacher Participation; Technical Assistance

Requirements in Public Law 94-142 make it advisable for regular education teachers to become directly involved with special education teachers in designing and delivering appropriate instruction for mildly handicapped students. To facilitate these cooperative endeavors, the National Inservice Network (NIN) has two major components. The first component is on a national scale and links inservice education projects funded by the Bureau for the Education of the Handicapped (BEH). These links increase sharing among projects and identify resources and models that may be useful for other state and local school district efforts. The purpose of the second component is to assist state departments of education in Colorado, Indiana, and Maine in developing resource and dissemination networks for local school districts in developing, implementing, and evaluating inservice training in special education for regular educators. The NIN serves as a linking agency to state departments of education and local school districts in each state. Task forces composed of special and regular educators have been established in school districts and engage in a problem solving and planning process. Comprehensive personnel development plans are based on research on locally identified problems and needs. The NIN assists in the diffusion of model programs and effective practices in special education inservice training. Procedures for improving inservice training are based on assessments or diagnosis of needs and are similar to those in the Individualized Education Programming process: setting achievable goals, formulating and implementing action plans, and evaluating results. (JD)

ED216011 TM820083

Lyon, Catherine Dillon; And Others
Evaluation and School Districts.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 78
Note-271p.; A separate directory lists heads of school district evaluation offices (Jan 79); For related documents, see ED 212 666-667.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Accountability; *Educational Administration; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Evaluators; Public Education; Research and Development Centers; *Research Directors; *School Districts
Identifiers-Evaluation Research

The "Evaluation and School Districts" project is designed to analyze educational evaluation at the local educational agency level to determine the extent to which district evaluation offices contribute to the renewal of public education. Results of a survey indicate that the existence of an evaluation office is partially a function of district size. Evaluation offices are usually in one of the typical lines of authority; are dominated by school district personnel rather than consultants; and are not exclusively in charge of formal assessment. Local districts provide the bulk of evaluation office funding, but it is a small percentage of their total budget. Most evaluation offices do not have adequate personnel resources. Student achievement is the dominant topic of data collection, and testing is the major method. Most evaluation offices administer testing programs. The average evaluation office spends 40 percent of its time on instructional clients and 60 percent with administrators. A directory of heads of evaluation offices (January 1979) is attached. (Author/CM)

ED216053 UD021794

Laughlin, Margaret A.

A Political Focus on Issues in Bilingual Education: Comparative Views from Selected Countries Around the World.

Pub Date 16 Apr 82
Note-16p.; Paper presented at the Annual Meeting of the National Association of Interdisciplinary and Ethnic Studies (Santa Clara, CA, April 16, 1982). Not available in paper copy due to author's restrictions.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education; Comparative Analysis; *Educational Policy; Elementary Secondary Education; Ethnic Groups; Federal Legislation; Foreign Countries; Higher Education; Language Maintenance; *Language of Instruction; *Official Languages; *Political Influences; *Public Policy; Sociocultural Patterns
Identifiers-Belgium; Maintenance Bilingual Education Programs; Philippines; Transitional Bilingual Education Programs; United States

In formulating an official language policy, a country must consider cultural, social, political and economic factors. Alternative policies on language instruction can be categorized into three groups: 1) subordination of the home language to the country's dominant language; 2) bilingual maintenance through the simultaneous provision of instruction in two languages; and 3) use of the home language in the early school years and the dominant language in later years. In the United States, Belgium, and the Philippines, cultural and political influences have led to conflicts concerning language policy. Current policy in the United States emphasizes transitional bilingual education and the eventual phasing out of the child's home language, but some advocates believe that transitional bilingual programs must lead to language maintenance programs and that the linguistic competencies of native speakers must be encouraged. In Belgium, policies to achieve equality of language use and instruction (among three language groups) have failed due to social changes and public attitudes: democratization in language choice and linguistic polarization prevail. In the Philippines, the linguistic issue is complicated by attempts to develop a national language, and by conflicting interests in Spanish, English, and the many native languages: the government currently supports bilingualism in English and Pilipino. Each nation needs to develop a consistent language policy in order to avoid semilinguistic literacy, promote academic achievement, and develop national unity. (Author/MJL)

ED216073 UD022259

Knox, Holly

Will Title IX Survive the '80s?: The Federal View.

National Organization for Women, Washington, D.C. Project on Equal Education Rights.

Pub Date 22 Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Civil Rights; *Community Influence; Community Organizations; Elementary Secondary Education; *Equal Education; Federal Aid; *Federal Legislation; *Females; *Feminism; Higher Education; Lobbying; *Organizational Effectiveness; Political Influences; Public Policy; Sex Discrimination

Identifiers-Civil Rights Act 1964 Title IV; *Reagan Administration; Title IX Education Amendments 1972; Womens Educational Equity Act

The existence of Federal laws and policies supportive of educational equity for women was challenged with the election of President Reagan in 1980. The Reagan Administration's philosophy of providing block grants to States threatened to eliminate the Women's Educational Equity Act (WEEA) and Title IV of the Civil Rights Act of 1964, both designed to foster equal education for women. At the same time there were moves to restrict Title IX of the Education Amendments of 1972, a law which provides legal protection against sex discrimination in Federally funded schools and colleges. The conservative proposals prompted women and community groups to organize and lobby for Congressional support of the laws. These organized efforts succeeded to the extent that when the final budget reconciliation was signed by the President, WEEA and Title IV had been extended for 3 more years, and no major changes had been made in Title IX. The experience with Federal policy on women's rights in education demonstrates the feasibility of mobilizing the grassroots constituency and persuading conservatives in Congress to support feminist causes. At the same time, it is clear that proposed cuts in Federal education spending will make it increasingly difficult to defend women's rights and civil rights programs. (MJL)

ED215755 PS012784

Goodhue, Tom

Character-Gender in Children's Stories and Listening Recall.

Pub Date Apr 82
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Characterization; *Childrens Literature; Early Childhood Education; Females; *Kindergarten Children; Males; *Preschool Children; *Reading Interests; *Recall (Psychology); Sex; *Sex Differences; Sex Fairness; Story Reading

The purpose of this study was to determine if young children recall stories with both male and female characters as well as they recall stories with only male or only female characters. The sample included boys and girls ages 3 to 5 from lower-class through upper-middle class backgrounds. It was hypothesized that boys would better recall stories with male characters and stories with both male and female characters than they would recall stories with female characters. The same outcome was hypothesized for the girls. It was further hypothesized that there would be no significant difference between the recall of stories with characters of the same sex and the recall of stories with both male and female characters. Three versions of four stories were told to 72 urban nursery-kindergarten students in mixed-sex classes. In one version of the stories all characters were male, in a second all were female, and in a third there were both male and female characters who participated equally in the action of the story. After telling each story to the class as a whole, children were individually asked six questions about the story. Results contradict the widespread belief that girls are interested in stories about boys but boys are not interested in stories about girls. Suggestions for further research are offered. (Author/RH)

ED215815 RC013316

Roark, Paula
Successful Rural Water Supply Projects and the Concerns of Women. Women in Development.
Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
Pub Date Sep 80
Contract No-PO-AID/otr-147-80-53
Note-77p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Change Strategies; Cognitive Style; Community Control; *Community Involvement; *Cultural Context; Developing Nations; Females; Foreign Countries; Health Education; International Programs; *Models; Power Structure; *Rural Development; Sex Role; Success; *Water Resources
Identifiers-Appropriate Technology; *Local Learning Systems; *Rural Women

As the traditional water carriers and water managers, third world women are crucial to the success of rural water supply projects whose short term goal is increased water quality and quantity and whose long term goal is improved family health. Change depends on the utilization of local learning systems of the society and women are most often the controllers and purveyors in these systems. Local learning systems provide linkage among "what" community development is, "how" it works in rural water supply projects, and "why" women must be included for project success and continuing community controlled growth and development. An operational framework (including technology, maintenance, local learning systems, and community participation) can be used to explain how community participation works in specific rural water supply projects. The local learning system framework provides a design tool that indicates probabilities of success for different technologies, and an implementation tool that guides the type, amount, and direction of information through community participation techniques. The framework offers women the strength of their traditional power, and offers the community a design and implementation technique that recognizes the inviolability of their inherent control. (BRR)

ED215894 SE037098

O'Brien, Francis J., Jr.

A Proof That t2 and F are Identical: The General Case.

Pub Date 24 Apr 82
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Mathematics; Equations (Mathematics); Higher Education; Instructional Materials; *Mathematical Applications; Mathematical Concepts; *Mathematical Formulas; Mathematics; *Proof (Mathematics); *Research Tools; *Statistics; Supplementary Reading Materials

This document proves that the F statistic can be obtained by squaring t-test values, or that equivalent t-test values may be obtained by extracting the positive square roots of F values. Proof to varying degrees of completeness and accessibility has been given by other scholars, but generally these prior statements, particularly those available to students of education or psychology, focus on the special case, when sample sizes are equal. No source could be found that provided a complete, detailed proof of the general case that was understandable to students of applied statistics. This document seeks to give a clear step-by-step proof, with a numerical example worked out, and a plan is provided for proving the special case. It is felt the reader should be able to follow the proof of the general case, and should therefore have little difficulty in translating the acquired knowledge into proving the special case. (MP)

ED215655 HE015046

Wabnick, Richard; Goggin, William
Indebtedness to Finance Postsecondary Education.
Educational Testing Service, Princeton, N.J. Education Policy Research Institute.
Spons Agency-Office of Program Evaluation (ED), Washington, DC.
Pub Date Oct 81
Contract No-300-79-0823
Note-164p.; Appendix D will have marginal reproducibility.
Available from-Education Policy Research Institute, 1800 Massachusetts Avenue, N.W., Washington, DC 20036.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*College Students; Expenditures; Higher Education; *Income; Income Contingent Loans; *Loan Repayment; Models; *Predictive Measurement; Public Policy; Salaries; Student Costs; *Student Loan Programs
Identifiers-*College Costs; *Debt

The financial aspects of college loan burden are analyzed, based on the view that loan burden is a function of a borrower's capacity to repay the debt obligation. The following components of a financial model of indebtness are addressed: the stock of education loans at the time repayment begins, the repayment flow associated with each stock of loans, the borrower's earnings throughout the repayment period, and the borrower's expenditure patterns throughout the repayment period. According to the proposed model, the measure of loan burden is equal to the ratio of repayments to discretionary earnings during the repayment period. The principal determinants of the amount of debt that students incur to finance their school are the cost of schooling, financial assistance, and personal and market risk. Consumption expenditures and their associated standards of living are used in the model to derive estimates of discretionary, or residual, earnings available to borrowers from which they can repay their loans. New empirical evidence on student indebtedness and earnings is presented as an example of what is required to compute loan burdens for various subpopulations with the model. Attention is directed to: debt data sources, earnings data sources, selection of student categories, and mathematical form of the model. Possible applications of the model to current policy issues are also examined. Suggestions to expand the model's capacity and data base and to allow it to better explore effects of federal policy changes are offered. Results of three surveys on student debt are appended: National Longitudinal Survey of High School Seniors, Survey of Recent College Graduates, and Graduate and Professional Student Financial Aid Survey. (SW)

ED215698 IR010187

Kuhn, G. Michael

Florida Dissemination Capacity Building Grant. Final Report.

Florida State Dept. of Education, Tallahassee.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 81
Contract No-NIE-G-76-0050
Note-220p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Annotated Bibliographies; Catalogs; *Educational Resources; Elementary Education; Federal Aid; *Information Dissemination; *Information Networks; Information Sources; Information Systems; Objectives; Performance; *Statewide Planning
Identifiers-*Florida Resources in Education Exchange; Linkage; *State Capacity Building Program

This report describes the goals, objectives, activities, and accomplishments of the Florida Capacity Building Project, which was undertaken to improve the information dissemination capabilities of the Florida educational community and which resulted in the establishment of the Florida Resources in Education Exchange (FREE). A detailed statement of the project's goals is followed by an outline of the project's four functional areas--Leadership, Information Resources, Linkage, and Management. Also discussed are the major achievements of the project, including the establishment of a Regional Exchange program to provide access to the resources of the Appalachian Educational Laboratory (AEL), the development of a national Research and Development Exchange (RDx), and the expansion of information resources to include access to computerized databases through Lockheed's DIALOG. A table comparing information dissemination activities before and after the project is attached. Appended to the report are 13 of the products of project activities, among which are a Public School Resource Center Request Form, an annotated bibliography of Florida Department of Education publications, a Nutrition Education Resource Catalog, a list of materials on law education available for loan through the Public Schools Resource Center, and a Florida Database abstract form. (JL)

ED215718 JC820150

Eurich, Alvin C.; And Others

The City Colleges of Chicago Face the 1980s: A Five Year Comparative Look at Faculty Personnel Practices at 31 Urban Community Colleges. A Report to the Board of Trustees of the City Colleges of Chicago.

Academy for Educational Development, Inc., New York, N.Y.
Spons Agency-Chicago City Colleges, Ill.
Pub Date 31 Dec 81
Note-226p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Collective Bargaining; *College Faculty; *Community Colleges; *Employment Practices; Faculty College Relationship; Faculty Organizations; *Faculty Workload; National Surveys; Negotiation Agreements; Part Time Faculty; *Personnel Policy; *Teacher Employment; Teacher Employment Benefits; Teacher Salaries; Unions; Urban Schools
Identifiers-*City College of Chicago IL

In 1981, a study was undertaken for the City Colleges of Chicago (CCC) to compare CCC's faculty personnel practices with those of 30 other urban community colleges. Twelve areas of concern for future bargaining negotiations were studied: (1) faculty salaries; (2) overload compensation; (3) compensation for substitution; (4) nature of administrative structures; (5) role of department chairpersons; (6) released time for union officers; (7) faculty workload; (8) restrictions on the use of part-time faculty; (9) constraints on class size; (10) limitations on outside employment; (11) leaves of absence; and (12) fringe benefits. Telephone and mailed surveys and document analyses revealed that CCC was at the upper end of the scale in terms of salaries and compensation for overload, substitution, and summer work; that the faculty teaching load was relatively low; that union activities were subsidized at CCC to a greater extent than at other colleges; and that on 14 issues CCC was found to be a more liberal employer than the other schools, on 19 issues just as liberal, and on two issues less liberal. Based on the study it was recommended to increase faculty workload, employ more part-time faculty, encourage early retirement, remove limitations on class size, eliminate smaller departments, and reduce released time for union activities. Appendices include data on levels of unionization, college profiles, bargaining agreements, and part-time faculty. (HB)

ED215796 PS012845

Stern, Virginia; Zimiles, Herbert

A Developmental Study of Concepts of Body Functioning. Final Report.

Bank Street Coll. of Education, New York, N.Y. Div. of Research.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date May 82
Grant-NIMH-1-RO-1-MH-32360-01-PC
Note-120p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Age Differences; *Children; *Concept Formation; Elementary Education; *Human Body; Interviews; Kindergarten; Measures (Individuals); *Physiology; Verbal Tests
Identifiers-*Digestive System; *Explanations; Graphic Representation

The first phase of a projected research program aimed at examining children's ideas about body functioning, this study focuses on concepts of digestion, elimination of waste and assimilation of food held by children of different ages. (Subjects expressed these concepts both verbally and graphically). Possible cues to the influence of affect on these concepts are also explored. The sample consisted of 61 subjects: 20 kindergarteners, 20 third graders, and 21 seventh graders, with an equal number of boys and girls at each grade level except for the seventh grade, where there were 11 girls. Data were gathered in two interview sessions that usually took place in the same week. Measures administered in the first session included, in order, (1) an interview focused on the digestive system and its functions, (2) the Wechsler Preschool and Primary Scale of Intelligence or the Wechsler Intelligence Scale for Children, and (3) a drawing of the digestive process. Subjects were asked to draw a person at the end of the second session. Results are discussed which indicate that even the oldest children's understandings of the digestive-distributive-assimilative processes are limited. Research instruments used in the study are appended. (RH)

ED215916 SO013874

Higgins, Patricia J., Ed.; Selig, Ruth O., Ed.

Teaching Anthropology to Students and Teachers: Reaching a Wider Audience. Publication 82-1.

Georgia Univ., Athens. Anthropology Curriculum Project.

Pub Date 81

Note-84p.; Papers presented at the Annual Meeting of the American Anthropological Association (Washington, DC, December 6, 1980).

Available from-Anthropology Curriculum Project, The University of Georgia, 107 Dudley Hall, Athens, GA 30602 ($3.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anthropology; Case Studies; Educational History; Educational Innovation; Educational Trends; Higher Education; Secondary Education; Teacher Education

These papers, presented at a 1980 American Anthropological Association seminar, address two topics: why the teaching of anthropology should be promoted, especially at the secondary level; and how anthropologists and educators might achieve this goal. Several of the papers have been substantially revised since the symposium. The papers are organized into three major sections. Part I deals with the history and status of anthropology teaching. Teacher training is the focus of the papers in Part II. Part III presents case studies in innovative teaching at the secondary and college levels. The publication concludes with a selected bibliography of resources on pre-collegiate anthropology. Bibliographies, books and articles, and periodicals are cited. (RM)

ED215954 SO014056

Karmel, Peter, Ed.

Education, Change and Society.

Australian Council for Educational Research, Hawthorn.

Report No-ISBN-0-85563-218-6

Pub Date 81

Note-288p.; Papers derived from the Australian Council for Educational Research Golden Jubilee Year Invitational Conference (Melbourne, Australia, August 28-29, 1980).

Available from-Australian Council for Educational Research Limited, Radford House, Frederick Street, Hawthorn, Victoria 3122.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education; Economic Factors; *Educational Change; Educational Practices; Elementary Secondary Education; Futures (of Society); Higher Education; Political Influences; *Public Education; *Social Change; *Social Influences; Unemployment; Youth Problems

Identifiers-*Australia; England

The conference papers in this publication focus on the interrelationship between change in the education sector and change in the wider society. The papers were generated by an invitational conference held in 1980 to mark the golden jubilee year of the Australian Council for Educational Research. While many of the papers have an Australian orientation, the issues which they raise are relevant to most modern societies experiencing a period of rapid economic, political, and social change. The contributors include Australian, European, and North American scholars as well as Australians prominent in the fields of industry and trade unionism. The first two sections of the publication contain background papers and reaction statements to them. Topics include theoretical assumptions in the recent development of Australian education; sociological, political, demographic, and economic perspectives of Australian society in change; and changing educational emphases for the 1980s. The third section contains the papers presented at the conference. Topics discussed include social influences on British education, the future of formal education, the educational consequences of youth unemployment, education for a complete life, and the implications of societal change for educational research and curriculum. A list of conference participants is included. The publication concludes with an index. (RM)

ED216033 TM820189

Johanningmeier, E. V.

Stuart Appleton Courtis: Tester, Reformer and Progressive.

Pub Date 22 Mar 82

Note-55p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Biographies; *Educational Researchers; *Educational Testing; Elementary Secondary Education; Measurement Techniques; *Progressive Education; *Standardized Tests; *Test Theory

Identifiers-*Courtis (Stuart Appleton)

The career of Stuart Appleton Courtis in the growth of testing and educational measurement parallels the development of progressive education in the first half of the twentieth century. In 1909 he developed the standardized Courtis Arithmetic Test, Series A, the first objective test used in any city public schools. Continuing his work in testing, he revised some of his earlier concepts in constructing tests for areas including reading and composition. His effort was to improve public education by challenging traditional conceptions with new practices based on the social and behavioral sciences. Discussion of his career covers his service as a director in educational research and the evolution of the tests he developed. The testing theories and formula Courtis used are presented. Participating in several school surveys, and writing texts in educational philosophy, which he taught at the University of Michigan, he saw himself as a progressive educator attempting to develop techniques for educational cooperation which he believed would improve the democratic process. He lived from 1874-1969. (CM)

ED215638 HE015011

Strickland, Wayne G.

Marketing Techniques in Higher Education: A Critique.

Georgia State Univ., Atlanta. Office of Institutional Planning.
Report No-GSU-IRR-79-18
Pub Date Jun 79
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization; College Administration; College Planning; *Higher Education; Institutional Research; *Marketing; Needs Assessment; Outreach Programs; Program Costs; *Public Relations; Reputation; *Student Recruitment

The application and impact of marketing techniques in higher education are considered, based primarily on a literature review. Literature concerning marketing in higher education, primarily in the 1970s, focused on three major themes: discussions concerning the general need to adopt marketing techniques, marketing as part of the recruitment process and academic program development, and the use of marketing in promoting the institution and its programs. Each of these major themes provided academic planners with a broad spectrum of concepts to build increasingly viable programs that in turn reinforced the institutional recruitment. Increased use of marketing strategies has had a significant impact on postsecondary institutions. The adoption of the marketing process has demanded changes in the organizational structure of admission, registration, planning, and research offices, thus affecting administrators and staff members. In addition, marketing requires a unified approach to planning. Another impact of marketing strategies is increased awareness by institutional leaders of the true nature of "business" of an institution. Marketing can be viewed as a useful planning tool for postsecondary institutions. The research and analysis components, as well as the promotional aspects, provide institutional leaders with guides for planning and developing new services for students, encouraging higher student enrollment rates, and reducing attrition among the existing student populations. The costs involved in adopting a marketing process and negative reactions by accrediting associations to hard-sell techniques used by colleges are also addressed. (SW)

ED215737 JC820210

Fauser, John J.

Specialized Accreditation in Allied Health Education: (CAHEA) [Committee on Allied Health Education and Accreditation].

Pub Date 5 Apr 82
Note-14p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982). Part of a forum on "The Impact of Nursing and Allied Health Professional Organizations and Accrediting Agencies on Community College Curricula."
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards; Accreditation (Institutions); *Accrediting Agencies; *Allied Health Occupations Education; Community Colleges; Peer Evaluation; Postsecondary Education; *Program Evaluation; Two Year Colleges
Identifiers-*Committee on Allied Health Educ and Accreditation; *Specialized Accreditation

Specialized accreditation is a process whereby an organization or agency, following professional peer evaluation, recognizes a program of study as having met certain predetermined standards. It complements institutional accreditation and provides assurance to the public, the institution, the program, and the student that the accredited program has fulfilled acceptable national standards. One accreditation agency is the Committee on Allied Health Education and Accreditation (CAHEA), which includes in its responsibilities decisions on accreditation made on the basis of recommendations from 17 review committees; work with review committees to develop policies and procedures; and the establishment and maintenance of liaison with accrediting institutions, health and educational organizations, and professional groups. Today, more than 1,700 hospitals, schools, and universities sponsor over 3,000 CAHEA accredited programs and, in 1980, some 35,000 students graduated from these programs. CAHEA accredits educational programs for 26 professions and occupations within the areas of medical-clinical support/assistance, clinical laboratory service, medical record management, and technological services. Current CAHEA concerns include the potential of infringement of institutional rights and responsibilities, the monitoring and containment of accreditation costs, and the development of coordinated program surveys. (Author/HB)

ED215776 PS012818

Proett, Paul

Expanded Child Care Referral and Child Development Service Designed to Serve Employees of Peninsula Hospital and Medical Center.

County Child Care Coordinating Council, San Mateo County, CA.
Pub Date [80]
Note-19p.; Filmed from best available copy.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Information Services; *Contracts; *Day Care; Early Childhood Education; Flow Charts; *Fringe Benefits; *Program Design; *Referral
Identifiers-Child Care Coordinating Council; *Employer Supported Child Care

The expansion of an established child care referral and child development service to meet the needs of employees of the Peninsula Hospital and Medical Center, San Mateo County, California, is described in this report. The possibility of working with an existing resource and referral agency to develop and/or provide special services for hospital employees was seen as the quickest and easiest way for the hospital to provide child care assistance to employees. The report describes the Child Care Coordinating Council (4-C) of San Mateo County and the process by which a contract was made with that organization to provide services to hospital employees. Benefits of the program to employees and employers are listed and the specific aspects of the contract are discussed. In addition, the processes of referral, follow-up, screening, and other services are described. Related materials, including an information handout and a flow chart of the child care referral process are appended. (Author/RH)

ED215853 RC013360

Tomlinson, D. G.; Tannock, P. D.
Review of the Assistance for Isolated Children Scheme.
Australian Dept. of Education, Canberra.
Report No-ISBN-0-644-01665-5
Pub Date 82
Note-247p.; Supporting bibliography of 505 references.
EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Access to Education; Boarding Schools; Correspondence Study; Delivery Systems; *Disabilities; Educationally Disadvantaged; Elementary Secondary Education; Family Characteristics; Federal Programs; Foreign Countries; Geographic Location; *Program Effectiveness; Program Implementation; Questionnaires; *Rural Education; Rural Urban Differences; *Student Financial Aid; Student Transportation

Identifiers-*Assistance for Isolated Children (Australia); Australia; Hostels; *Isolation (Geographic); School of the Air (Australia)

A total of 3,732 recipients of Assistance for Isolated Children (AIC) allowances during 1979 and 1980 received questionnaires and parents of 313 families were interviewed to determine who benefitted from the AIC Scheme, what use was made of the AIC allowance, what effect did the AIC Scheme appear to have had, and what anomalies existed in relation to participants and benefits under the scheme. "Rural dwellers" were families in Western Australia and Queensland while metropolitan Perth/Sydney respondants represented families with "handicapped" children. Queensland AIC recipients were younger, more mobile, and more isolated than their Western Australian counterparts. Such variations emphasize the difficulties of mounting a national scheme which has uniform benefits and yet achieves its basic equalisation of opportunity intentions. Costs are high for those children who must live away from home for educational purposes, and the AIC Scheme has deteriorated in its capacity to assist with meeting those costs. Ultimately a separate scheme of assistance should be created for children with disabilities, but in the interim the existing categories should be provided for in the AIC Scheme at the revised levels of benefits recommended for the geographically isolated. Seventeen other recommendations and five appendixes conclude the document. (BRR)

ED215873 SE037063

Dees, Roberta L.

Sex Differences in Geometry Achievement.

Chicago Univ., Ill.
Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Pub Date Mar 82
Grant-G79-0090
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 23, 1982).

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research; *Females; Geometric Concepts; *Geometry; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Proof (Mathematics); Secondary Education; *Secondary School Mathematics; *Sex Differences
Identifiers-*Mathematics Education Research

The following questions are addressed: (1) Are there sex differences in achievement, either in entering knowledge of geometry in the fall, or in achievement in acquiring standard geometry content by year's end? (2) Are there sex differences in the performance of students on the van Hiele test, either at the beginning or end of the year? and (3) Are sex differences exhibited in the writing of geometry proofs? Subjects were 1392 boys and 1307 girls in 99 classes, grades seven through twelve, from 13 schools located in 5 states. Schools were chosen to include a variety of regions and socioeconomic groups, and the population included substantial black, Hispanic, and Oriental minorities. A proof-writing sample consisted of 1520 students in 74 classes which had studied proof and whose teachers agreed to participate. Results indicated that boys were superior in content knowledge upon entering the geometry courses. Adjusting scores for this entering knowledge led to observation that girls were equally able to learn both geometry content and exhibit higher cognitive reasoning required in writing geometry proofs. Therefore, no sex differences in geometry achievement were found. (MP)

ED215895 SE037099

Yeany, Russell H.; And Others

Using Behavior Analysis to Train Better Science Teachers: A Review of Research and Practice.

Pub Date 3 Apr 82

Note-16p.; Paper presented at the National Conference of the Association for the Education of Teachers in Science (Chicago, IL, April 3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research; *Classroom Observation Techniques; Elementary Secondary Education; Higher Education; *Measures (Individuals); Microteaching; Science Education; *Science Instruction; Science Teachers; *Teacher Behavior; Teacher Education; Teaching Skills; Teaching Styles; *Training Methods

Identifiers-*Behavior Analysis; *Science Education Research

Strategy analysis systems (SAS) used to describe classroom instruction are characterized by three components: (1) observing classroom behavior; (2) coding behavior into categories; and (3) data reduction with translation into meaningful feedback. Unique learning environments (laboratories and inquiry teaching) have necessitated developing SAS unique to science. Although these instruments have elements in common, they differ on various conceptual and contextual dimensions. SAS include: (1) categorical-linear, such as behavior checklists, which use nominal or continuous data to determine the frequency of specific instructional behaviors but not the relative change along a given continuum; (2) descriptive, designed to record and measure observed behavior without assessing the quality of what is being observed; (3) evaluative, designed to assess type and quality of teaching behaviors; (4) specialized, developed to measure specific teaching strategies and processes; and (5) general, designed to measure generic teaching behaviors. Although designed for research purposes, SAS are also used in teacher education, including training in use of instruments, analyzing teaching models, practicing teaching skills (microteaching), analyzing lessons (self, peer, supervisor analysis), and in reteaching. Research results indicate the efficiency of strategy analysis employed in assessing classroom behavior and as a means for training preservice teachers in using these behaviors. (Author/JN)

ED215935 SO014012

Mendlovitz, Saul H.

The Struggle for a Just World Order: An Agenda of Inquiry and Praxis for the 1980's.

Institute for World Order, New York, N.Y.
Spons Agency-World Order Models Project.
Report No-ISBN-0-911646-12-2; WOMP-WP-20
Pub Date 82

Note-28p.
Available from-Institute for World Order, 777 UN Plaza, New York, NY 10017 ($2.00, 5-25 copies, $1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Activism; Disarmament; Discussion; *Global Approach; International Relations; *Peace; Power Structure; Social Action; Social Change; *World Affairs
Identifiers-*World Order

One in a series of working papers commissioned by the World Order Models Project, this essay suggests directions for thought and action relevant to the evolving struggle for a just world order. The first and most important need is to combine a struggle theory of history with traditional world order inquiry, visioning, and politics. We must blend the more traditional perspective of world order, which emphasizes formal global organization and the prevention of war, with the perspective of those who are engaged in the daily struggle against oppression. The second agenda item for discussion and action is demilitarization and alternative security. We need to create a strategy of inquiry which finds linkages among war, imperialism and local authoritarianism and identifies targets for political action which will dismantle the present system. A third cutting edge of world order thinking has to do with the notion of global culture and global civilization. The foundations of political and moral order must be reviewed during this transition period from Western-dominated nation state systems to a global community. The fourth agenda item stems from the notion of a global civilization: to think, feel, and act as a global citizen is essential to world order. A fifth agenda item is the local-global relationship. Just world order inquiry needs to engage in a more penetrating analysis of the term "local," including an assessment of preferred approaches to the local/global connection. Two final areas of inquiry which should receive a high priority are human governance and world authority. (RM)

ED215973 SP020049

Galluzzo, Gary R.

Changing Teacher Performance with Protocols.

Pub Date Mar 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS **Price - MF01/PC01 Plus Postage.**

Descriptors-Behavioral Objectives; *Behavior Change; Change Strategies; *Classroom Techniques; Elementary Secondary Education; *Inservice Teacher Education; Instructional Films; *Learning Modules; *Protocol Materials; *Teacher Behavior; Teaching Methods

This study examined whether selected protocol materials in classroom management, used in inservice courses, would bring about long-term significant changes in teachers' classroom performance. Fifteen teachers participated in the study by taking an inservice course on classroom management and discipline. Two modules of classroom management behaviors were taught. The first module consisted of group alerting behaviors, including questioning techniques, recitation strategy, and alerting non-performers that they may be called upon to recite; the second module demonstrated teacher behaviors that encourage "withitness" in the students, including desisting from off-task behavior, describing desirable behavior, suggesting alternate behavior, and praising non-deviant behavior. For each module, both positive and negative behaviors were introduced to the inservice teachers, and, after completing the overview, the subjects practiced identifying the specific behaviors on transcripts of actual classroom interaction. The group observed a film of a class in which the teacher demonstrated the behaviors in the module. Teachers were asked to identify and label the behaviors as they were used. Following the film, there was a discussion of the behaviors. Teachers were observed in their classrooms immediately following completion of the modules, and two observations were made three and six weeks later. Findings indicated that, while the teachers used newly learned behaviors immediately following the training sessions, long-term changes in behaviors were difficult to determine. (JD)

Coleman, Kathleen; Grassian, Esther
Library Instruction in California Academic Libraries: The State of the Art.
Pub Date [80]
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries; *Audiovisual Aids; Comparative Analysis; Higher Education; *Instructional Materials; *Library Instruction; Library Services; *Library Surveys; National Surveys; Questionnaires; Tables (Data); *Teaching Methods; Textbooks
Identifiers-*California

This comparison of the results of two surveys of library instruction programs in California academic libraries, conducted in 1974 and in 1980 by the California Clearinghouse on Library Instruction, includes discussions of the number of survey returns by library type; teaching methods used for library instruction; materials used to teach course-related instruction, formal credit courses, self-paced credit instruction, and non-credit instruction; libraries by type in 1980 reporting instructional activities such as self-guided tours and library handbooks; and use of audiovisual media by library type. These survey results are also compared with those of two national surveys reported by Project LOEX (Library Orientation/Instruction Exchange) in 1973 and in 1979. Eleven tables and four references are provided, as well as a copy of the 1980 questionnaire and a list of nine commercially published texts used in library instruction courses. (RBF)

Ludlow, Barbara L.

Examining Young Children's Perceptions of Handicaps.

Pub Date [81]
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; *Childhood Attitudes; *Comprehension; Interviews; *Mental Retardation; Photographs; *Physical Disabilities; *Preschool Children; Preschool Education; Sex Stereotypes
Identifiers-Piagets Clinical Method; *Social Reasoning

The purposes of this study were to assess the attitudes of preschoolers toward two types of handicapping conditions (mental retardation and physical disabilities), and to explore the underlying social reasoning used by young children to formulate/support their perceptions. Sixteen 3- and 4-year-old boys and girls were presented with two 8-1/2" x 11" photographs. One photograph pictured a physically handicapped young boy (age 7 years) using crutches and leg braces, and the other photograph pictured a 9-year-old girl with Tuberous Sclerosis, a condition frequently associated with mental retardation. Each subject was then individually asked a series of questions constructed to elicit his/her social understanding and attitudes towards handicapping conditions. Statistical and content analysis indicated that only two subjects (both girls in the older age group) with prior exposure to handicapped people identified the children in the photographs as handicapped. Most subjects failed to notice anything different about either handicapped child. Those who identified the handicapped boy as "different" responded to the crutches as signifying a broken leg or other resolvable problem rather than a permanently disabling condition. Those who identified the retarded girl as "different" responded to the facial tubercles and general unkempt appearance by describing her as "dirty", but attributing this to a temporary situation correctable by cleanliness. These results suggest that the egocentric thought patterns of young children may make them unaware of handicapping conditions, and that perceptions of handicapped people may first be learned from adult attitudes and behaviors. Suggestions for further research in this area are discussed, and a copy of the questionnaire used to elicit subjects' perceptions of handicapping conditions is attached. (Author/MP)

ED215835 RC013339

Chand, Krishan

Education, Income and Natives.

Pub Date Sep 79

Note-30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives; American Indian Education; Blacks; Comparative Analysis; Differences; *Educational Benefits; Elementary Secondary Education; Employer Attitudes; Females; Higher Education; *Income; *Labor Utilization; Males; Occupations; *Whites

Identifiers-*Alaska

Using data from the December, 1977, Anchorage Urban Observatory program, the study hypothesizes a relationship between education and income using Scattergrams in-between the two variables for different Alaskan working class characteristics to be studied (i.e., employers, employees, occupation, race and sex) and finding the coefficient of correlation in education and income. The stated importance of the investigation of education, income and Alaska Natives is to encourage the school systems and to motivate young individuals for more schooling. Findings include: professional work carries the highest status and brings in the most money; occupations vary greatly in the amount of formal schooling required; white persons make more money because they are white regardless of job, although a significant finding for Alaska Natives is the strong relationship between education and earnings which would urge more education for Natives in order to compete with whites, thus receiving the maximum benefit out of their education. The fourth finding reveals the value of education has a more indirect impact on women who do not work, than those who do work. Charts and graphs of findings are included in the appendices. (ERB)

ED215917 SO013909

Johnson, Margo, Ed.; Wertheimer, Michael, Ed.

Psychology Teacher's Resource Book. First Course, Third Edition.

American Psychological Association, Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-912704-10-1

Pub Date 79

Note-209p.; For the first edition of this resource book, see ED 045 542 and ED 087 645.

Available from-American Psychological Association, Inc., 1200 Seventeenth Street, Washington, DC 20036 ($11.00).

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies; Audiovisual Aids; Biographies; Book Reviews; Case Studies; High Schools; *Introductory Courses; Laboratory Animals; Laboratory Equipment; National Organizations; Novels; Periodicals; Psychological Studies; *Psychology; Reading Materials; *Resource Materials; Student Rights; Textbook Evaluation

Now in its third edition, this book contains background materials and resources for teaching introductory high school psychology. There are 11 chapters. Textbooks appropriate for introductory courses are reviewed in the first chapter. Books of reading which are a potentially valuable source of information to both student and teacher are listed in chapter two. The third chapter contains reviews of laboratory manuals. Brief descriptions of psychological periodicals for the high school are included in the fourth chapter. Chapter five annotates books that are interesting reading and also contain sound psychology. These include biographies, novels, and case studies. Audiovisual materials and reference materials are listed in chapters six and seven respectively. The purpose of chapter eight is to provide the teacher with an abbreviated listing of companies that market instruments, supplies, and animals for use in class demonstrations or laboratory research. National organizations which provide resources of various kinds to educators are listed in chapter nine. Chapter ten focuses on some of the ways in which the information in the preceding chapters might be used. The concluding chapter presents three sets of guidelines developed by the American Psychological Association to assist teachers in safeguarding the rights and welfare of students and experimental subjects. The appendix contains publisher addresses. (Author/RM)

ED215992 SP020141

Quality Practices Task Force. Final Report.
National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date Jul 80
Note-51p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes; Educational Assessment; *Educational Attitudes; Elementary Secondary Education; *Inservice Teacher Education; Needs Assessment; *Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; School Role; Teacher Attitudes; *Teacher Education Programs

The results of a survey on the characteristics of effective inservice education practices are described and presented. Conducted by the Task Force on Quality Practices in Inservice Education of the National Inservice Network (NIN), the survey is intended to provide planners with illustrations of development, implementation, and evaluation practices of inservice education programs. Respondents included state department of education representatives, teacher center directors, local education agency directors, and educators affiliated with the National Education Association and the American Federation of Teachers. The survey design is described, followed by a discussion of six broad quality practice statements which formed the categories for the survey analysis. Practices in the first statement describe the importance of creating an inservice system which can be institutionalized. The second through fifth statements are concerned with the essential characteristics of good staff development: responsive to changing needs; accessible to users; collaboratively arranged; and based on participants' needs. The sixth grouping lists practices related to evaluation of inservice education. In appendices, the survey instrument is provided, and survey results are presented with mean ratings and ranking of perceived importance by each respondent group. (FG)

ED216012 TM820094

Meehan, Merrill L.

Third year Evaluation of a Model Home-Based Program for Severely Orthopedically Impaired/Mentally Retarded Children & Youth.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 80

Contract No-300-77-045

Note-135p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Daily Living Skills; Elementary Education; Elementary School Students; *Home Programs; *Individualized Instruction; Medical Care Evaluation; *Mental Retardation; Normalization (Handicapped); *Parent Participation; *Special Education

Identifiers-*TARC Assessment System

The Orthopedic Homebound Program was meant to prevent the institutionalization of orthopedically impaired, mentally retarded children and to involve parents in their training. The program was proposed and managed by the Shawnee Hills Community Mental Health/Mental Retardation Center in rural West Virginia. Each child's developmental needs were assessed by an interdisciplinary team of psychologists, social workers and therapists to determine an individualized plan of behavioral objectives to be carried out by home trainers and parents. Progress was measured in part by the TARC Assessment Inventory for Severely Handicapped Children. Interviews of parents assessed their interaction and expectations for progress, as well as their evaluation of the program. The parent/home environment was evaluated by home workers. Major program support components included: (1) quarterly inhouse reports, (2) a monthly newsletter and (3) a handbook for parents, (4) regional and national conferences, and (5) a concluding seminar for parents and program personnel to discuss process and product effectiveness. Data tables, references and 13 appendices of program material, publication samples and evaluation instruments are provided. (CM)

ED216054 UD021823

Bunch, Jesse, Ed.; And Others

Refugee Resettlement Resource Book: A Guide to Federal Programs and National Support Projects to Assist in Refugee Resettlement.

Department of State, Washington, DC. Office of the U.S. Coordinator for Refugee Affairs.; Indochina Refugee Action Center, Washington, D.C.; Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date Oct 80
Note-395p.; Some pages may be marginally legible due to small size type. There are no pages 88-89.
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Agency Cooperation; Cubans; Federal Aid; Federal Legislation; *Federal Programs; Haitians; *Human Services; Indochinese; Land Settlement; *National Organizations; Public Policy; *Refugees; *Relocation; State Programs; *Voluntary Agencies
Identifiers-Refugee Act 1980

This resource book is a guide to refugee assistance programs operated by the Federal government, national organizations, and State and voluntary agencies. The book is designed as a reference source on available programs, funds, and resources that can be utilized by local service providers, refugee self-help groups, local county and State human service agencies, and others involved in resettlement work. An overview summarizes the newly emerging context in which refugee resettlement programs are being established, especially as defined by the Refugee Act of 1980 which provides for services to refugees. A brief statistical analysis of the current refugee situation, data on admissions levels projected for 1981, and information on recent Cuban and Haitian refugees are presented. Succeeding sections of the resource book describe Federal, national, State, and voluntary programs and agencies concerned with refugees and domestic resettlement. Also included are the Refugee Act of 1980, a list of information sources, and directories of Congressional committees, voluntary agencies, and State offices involved in refugee affairs. (Author/MJL)

ED216074 UD022260

Bassin, Marc

Three Major Strategies for Large Scale School System Change: The New York City High Schools' Experience.

Pub Date Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accountability; *Change Agents; *Change Strategies; *Dropout Prevention; Educational Change; *Educational Improvement; High Schools; *Management by Objectives; Program Effectiveness; *School Business Relationship; Systems Development

Identifiers-*New York City Board of Education

In the New York City high schools, three change strategies have been used to improve a system which, in and by itself, is dramatically changing. The high school system has undergone significant changes in purpose, organization, culture and student performance. The first change strategy established a partnership between the high schools and the Economic Development Council, a non-profit organization which brings resources of the business community to the assistance of the public sector. The second strategy was the Data-Based Management by Objectives System which emphasized planning and accountability. The third strategy involved identifying a major school issue (dropouts) and forcing attention toward the issue in order to create a demand for change. Each major change strategy had significant strengths and limitations; each provides important insights for other school systems struggling with the process of planned change. The New York Experience demonstrates the need to develop change models that are interactive and responsive to continuing change in highly open systems. (MJL)

ED215699 IR010193

Zachert, Martha Jane K., Ed.

Standards and Planning Guide for Pharmacy Library Service. First Edition, 1975.

American Association of Colleges of Pharmacy, Bethesda, Md.

Pub Date 75

Note-91p.

Available from-American Association of Colleges of Pharmacy, 4630 Montgomery Ave., Suite 201, Bethesda, MD 20014 (AACP members $4.00; non-members $5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Libraries; Guidelines; *Library Collections; Library Expenditures; Library Facilities; Library Personnel; *Library Planning; *Library Services; Library Standards; *Objectives; Pharmaceutical Education; Worksheets

Identifiers-*Pharmacy Libraries

The results of 5 years of study and preparation, these objectives and standards for Pharmacy Library Service and the accompanying planning guide are designed to provide pharmacy college librarians with the tools necessary to plan and evaluate their library services. The objectives and standards which were developed from those published for special libraries, set forth guidelines for the library in general, the staff, the collection, budgeting, services, and physical facilities. A listing of standard specifications for facilities is included. The planning guide sets the context of the pharmacy college library service, describes the library's characteristics, and presents its profile using a worksheet approach that allows the librarian to evaluate and plan for a particular library. (RAA)

ED215797 RC011503

Kelly, Philip L.

Illegal Mexican Aliens in Southern Colorado: A Sampling of Their Views on Living and Working in the United States and Mexico.

Pub Date 3 May 79
Note-26p.; Paper presented at the Annual Meeting of the Rocky Mountain Council for Latin American Studies (El Paso, TX, May 3-5, 1979).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Laborers; *Aspiration; *Attitudes; Braceros; Housing; *Illegal Immigrants; Labor Conditions; Labor Needs; Leisure Time; Mexican Americans; *Mexicans; Migrant Health Services; Migrants; Opinions; Questionnaires; Recreational Activities; Rural Areas; Seasonal Laborers; Security (Psychology); Wages; *Work Attitudes
Identifiers-Colorado (San Luis Valley); *Undocumented Workers

Observations and recollections of Mexican workers, smuggled illegally to farms in southern Colorado, resulted in this account of their attitudes toward work conditions, pay and benefits, leisure activities, feelings of insecurity, and their aspirations. Backgrounds of the 30 aliens interviewed coincided with available statistics on illegal Mexican workers. They were young (77% under age 30), predominantly male, from north central and northwestern Mexico, quickly deported (49% in less than 1 month, 96% in less than 1 year), poorly educated, and from farmworker backgrounds. Survey data indicated that pay rates were low, with long hours and few benefits; few complaints arose concerning unfair treatment; most housing was substandard and in the form of trailers; leisure activities promoted loneliness and danger of arrest and deportation; views of local Chicanos were ambiguous; future employment opportunities were greater in the United States than in Mexico.

Constraints which should be considered when assessing the survey's authenticity are the subjects' illegal status; the jail atmosphere in which 24 of the interviews were conducted; and the possible cultural and language barriers between the subjects and interviewers. These expressed viewpoints may assist in facilitating a more effective program for dealing with Mexican laborers in the United States. (NEC)

ED215816 RC013317

Hoskins, Marilyn W.

Various Perspectives on Using Women's Organizations in Development Programming. Women in Development.

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date Jul 80

Contract No-PO-AID/otr-147-80-45

Note-49p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agency Role; Change Strategies; *Delivery Systems; *Developing Nations; Females; Foreign Workers; Futures (of Society); Indigenous Populations; *International Programs; Linking Agents; *Models; *Organizations (Groups); Participation; *Program Development

Identifiers-Donors; Informal Education; User Groups; Women in Development Programs; *Womens Organizations

The Women in Development (WID) office of the Agency for International Development held a series of conferences and meetings inviting representatives from less developed countries, women's organizations, private voluntary organizations, and donor groups to discuss current activities and the future potential of women's organizations to implement projects, deliver services, and cooperate with poor women (the majority of the world's poor are women) in identifying, developing, and carrying out WID programs. Participants in these meetings supported the idea of working with women's organizations as one important WID programming approach. Conference proceedings, interviews, and additional literature review are used to present a synthesis in light of future donor programs. The first part of the report summarizes descriptions of expectations, activities and needs of users, of intermediaries, and of donor programming through women's groups and organizations. The second part explores ways the programming approach can be strengthened. An appendix reviews selected non-indigenous intermediaries representing six different organizational frameworks and strategies. (BRR)

ED215874 SE037064

Curcio, Frances R.; Smith-Burke, M. Trika
Processing Information in Graphical Form.
Spons Agency-Department of Education, Washington, DC.
Pub Date Mar 82
Grant-NIE-G-80-0093
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills; *Cognitive Processes; Educational Research; Elementary Education; *Grade 4; *Grade 7; *Graphs; *Mathematical Applications; *Mathematics Education
Identifiers-*Mathematics Education Research

The purpose of this exploratory, descriptive study was to examine how children process different tasks of comprehension presented in graphical form. During the Spring 1981, 8 fourth graders and 9 seventh graders were interviewed. The children were presented with graphs accompanied by six questions reflecting three levels of comprehension: "reading the data," "reading between the data," and "reading beyond the data." The children approached the tasks of comprehension by employing text-/schema-based processing strategies, text-based processing strategies, and schema-based processing strategies. These three types of strategies led to both correct and incorrect responses. Most students were aware of the need for, and also used, a text-based strategy for "reading the data" directly from the graph. Most seventh-grade and higher achieving fourth-grade students demonstrated the text/schema integration strategy successfully on problems. Seventh graders seemed to know when to rely on schema-based strategies, even when not required by the example, whereas fourth graders failed to note, process, and/or adjust for inconsistent information on a bar graph designed with numbers decreasing from bottom to top on the vertical axis. (Author/MP)

ED215955 SO014061

Colman, Rosalie M.

English As a Second Language and the Salad Bowl Concept. World Education Monograph Series, Number Four.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
Report No-ISBN-0-918158-23
Pub Date 81
Note-14p.; A Centennial Colloquium Presentation at the School of Education, The University of Connecticut (Storrs, CT, April 23, 1981).
Available from-The I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268 ($1.50, plus $0.30 postage).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acculturation; Bilingual Education; Bilingualism; Cultural Differences; *Cultural Pluralism; Elementary Secondary Education; *English (Second Language); Ethnic Groups; Higher Education; Second Language Learning; Teacher Education; Teaching Methods

The salad bowl concept is discussed and the increasing importance of teaching English as a second language (ESL) is examined in this paper. When melting pot theory failed to preserve the values of cultural creativity and diversity of America's many immigrant groups, a new and better idea was born--the notion of the salad bowl. This concept implies that each individual from a different cultural background is encouraged to retain his or her own uniqueness while adding special flavors to enhance the whole. The salad is made richer by the number and variety of its ingredients. The ingredients in the vast salad bowl must have the "dressing." All U.S. citizens must be able to communicate in English as well as their mother tongues. English as a second language cannot simply be poured over the top of the salad. American English is a difficult language and requires time to learn. The dilemma is how to obtain the expertise needed to instruct the many new people who continue to come here and to find the funds needed to support this vital work. Educators have made much progress in two areas: (1) teaching Americans to recognize the value of international understanding based on language fluency, and (2) methods and techniques for teaching ESL. The most effective ESL teachers are the people who have themselves learned a second language. Regarding teaching methods for ESL, eclectic approaches drawn from methods such as the grammar-translation method, the audio-lingual method, and the functional-notional method seem to be the best procedures presently known. ESL teaching has become so critical that many colleges and universities have begun special programs to prepare ESL educators. (RM)

ED216034 TM820191

Haney, Walt; Scott, Laurie

Talking with Children About Tests; A Pilot Study of Test Item Ambiguity. National Consortium on Testing Staff Circular No. 7.

Huron Inst., Cambridge, Mass.

Spons Agency-National Consortium on Testing, Cambridge, Mass.

Pub Date Aug 80

Note-124p.

Available from-The Huron Institute--National Consortium on Testing Project, 123 Mt. Auburn St., Cambridge, MA 02138 ($6.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Ambiguity; Grade 2; Grade 3; *Interviews; Item Analysis; Primary Education; *Standardized Tests; *Test Items; *Test Validity; *Young Children

Identifiers-California Achievement Tests; Comprehensive Tests of Basic Skills; Metropolitan Achievement Tests; Stanford Achievement Tests

A pilot study was conducted on test item ambiguity in standardized tests. A group of second and third grade children were selected and given a random sample of items from four standardized test series. Items were drawn from the reading, science and social studies subtests and put together in a composite reading comprehension, science, and social studies test. The children were interviewed individually about their perceptions of and answers to each item. The interviews were audiotape recorded and given analytical and holistic ratings. In both rating schemes, ambiguity in children's interactions with test items were of two types. The researchers attempted to distinguish three types of keyed answer ambiguity in both types of ratings; selection of a keyed answer by guessing, by mistake, or by other reasoning which did not reflect the skill measured. The limitations of the study were cited and explained. Ambiguity was seen as a real phenomenon, but substantially less of a problem than some critics indicated. The issues of ambiguity raised by this study refer more to validity than reliability. The authors suggest further research into children's perception and reasoning about tests and test items, as well as test interpretation and use. (DWH)

ED215639 HE015013

Quay, Richard H.

On the Shaping of American Higher Education: A Bibliography of Logan Wilson. Public Administration Series: Bibliography P-894.

Pub Date Jan 82

Note-15p.

Available from-Vance Bibliographies, P.O. Box 229, Monticello, IL 61856 ($2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrators; College Administration; *College Role; College Students; Decision Making; *Educational Change; Federal Aid; Federal Government; *Governance; Government School Relationship; *Higher Education; Institutional Autonomy; Political Influences; Private Colleges; State Colleges; Statewide Planning; Teacher Role; Trend Analysis

Identifiers-*Wilson (Logan)

A bibliography of approximately 120 materials authored, coauthored, or edited by Logan Wilson on the shaping of American higher education is presented. The publications, which span from 1935 to 1980, cover the following topics: Changes in American academe, external governance in higher education, alternatives to college for everybody, library roles in higher education, merit and equality in higher education, responsibility in higher education, campus freedom and order, higher education and the national interest, institutional autonomy and heteronomy, protest politics and campus reform, the professor's role, state coordination of higher education, changing patterns in decision-making, integrity of private colleges, the federal government and higher education, establishing institutional priorities, the student in higher education, integration and higher education, federal aid and participation, evaluating costs in higher education, some aspects of a university as a social organization, the state university, nature and sources of faculty-administration tension, state universities and admissions policies, the improvement of junior college teaching, sociological problems of the postwar period, white employers and black workers, and social pressures in university research. (SW)

ED215656 HE015049

Putnam, John F.

Postsecondary Student Terminology: A Handbook of Terms and Definitions for Describing Students in Postsecondary Education.

Government Studies & Systems, Philadelphia, Pa.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-79-409

Pub Date Mar 81

Contract No-OEC-0-74-9264

Note-216p.; Parts of appendix are marginally legible.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Academic Aspiration; *Classification; College Admission; Confidential Records; Data Analysis; Definitions; Disclosure; Educational Background; Employment Experience; Family Income; Financial Needs; Glossaries; Higher Education; Individual Characteristics; Information Systems; Majors (Students); Military Service; Occupational Aspiration; Parent Financial Contribution; Place of Residence; *Postsecondary Education; School Registration; Student Characteristics; Student Costs; Student Employment; Student Evaluation; Student Experience; Student Financial Aid; Student Records; *Vocabulary

Identifiers-*Standardization

A handbook of terms and definitions for describing students in postsecondary education includes technical and vocational schools as well as various forms of adult education and nontraditional study. Input was gathered from 40 national organizations and 29 federal agencies; 20 organizations and agencies provided field test sites. The guide's chapters include (1) an introduction, (2) student information items, and (3) data management and confidentiality of postsecondary student data. Its objective is to encourage standardization in the use of terms and definitions by the numerous agencies, institutions, and organizations that provide, set policy for, support, and/or regulate postsecondary education. Postsecondary data elements are organized according to three major classification divisions: demographic and biographical characteristics, student's educational experience, and student's employment experience. These divisions contain the information items most needed at various levels of postsecondary education organization for purposes of policy-making, or for planning, managing, operating, and evaluating postsecondary programs and/or institutions. The main divisions of the classification are also subdivided, and data elements within these subdivisions are combined with personal qualifiers to form information items that may be used to identify a person (e.g., student and family characteristics) and to describe various personal characteristics of that individual, for example. Additionally, general technical principles and procedures for safeguarding the confidentiality of student data are considered. The 14 appendices include: information item tables, information about uses of data elements about postsecondary students, codes for states and countries, fields of study and languages, standard occupational classification system, and information about relevant legislation. (SW)

ED215676 IR010135

Koplowitz, Brad; And Others

Disaster Manual: Emergency, Evacuation, Recovery.

Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date 25 Jan 82

Note-49p.; Best available copy.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Emergency Programs; Guidelines; *Library Facilities; *Library Materials; *Library Personnel; Preservation; *State Libraries

Identifiers-Bomb Threats; Fire Extinguishers; Fires; Floods; Storms; *Water Damaged Books

This manual outlines the responsibilities of the director of the Oklahoma Department of Libraries in the event of a disaster as well as the functions of the emergency recovery team (ERT) in the coordination of recovery, and emergency action steps to be taken. The evacuation and emergency plan provided for the Allen Wright Memorial Library Building includes emergency telephone numbers, a bomb threat checklist, library floor plans illustrating exit routes, and emergency operation procedures. The appended discussion of salvage procedures for treatment of water-damaged paper and microfilm includes a safety checklist, instructions for using a fire extinguisher, a material priority list, a material damage report form, and a list of emergency supplies and equipment together with suppliers. (RBF)

ED215719 JC820164

Brantley, Jerry; And Others

A Model for Teaching Basic Skills in a Community College Setting.

Macomb County Community Coll., Warren, Mich.

Pub Date Sep 81

Note-239p.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Basic Skills; Career Planning; Community Colleges; *Counseling; Course Content; *Developmental Studies Programs; Program Descriptions; Program Evaluation; Reading Instruction; Remedial Mathematics; Study Skills; Teaching Methods; Tutorial Programs; Two Year Colleges; Vocational Education; Writing Instruction

Identifiers-*Comprehensive Employment and Training Act

The Basic Skills Program described in this report was developed by Macomb County Community College (MCCC) as a semester-long pre-vocational program for Comprehensive Employment and Training Act (CETA) students. Following introductory material, Part I presents a general review of postsecondary developmental education programs for vocational/technical education. Next, six CETA basic skills programs are compared, and a summary is provided of the program modifications suggested by John Roueche and Martha Maxwell, two external consultants. Part IV describes the MCCC program design and sequence and includes student and tutor evaluations and comments. In the next ten sections, detailed descriptions of the Basic Skills Program's reading, writing, mathematics, counseling, and introduction to technical careers courses are paired with reviews of the literature on research and theory and other programs and instructional methods used in these areas. While each descriptive section varies, most contain information on the objectives, content, instructional methods, and organization of the courses and several contain data on student progress and other evaluative information. In Parts XV and XVI, conclusions and recommendations regarding CETA basic skills programs are offered. Appendices cover textbook readability, facilities, intake, courses, record-keeping, and student assessment. (KL)

ED215777 PS012819

Nelson, Doyal

Studying Problem Solving Behavior in Early Childhood. Lecture Series Award Monograph 1.

Alberta Univ., Edmonton. Faculty of Education.
Report No-ISBN-0-088864-984-3
Pub Date Apr 80
Note-71p.
Available from-Faculty of Education, University of Alberta, 4-116 Ed. N., University of Alberta, Edmonton, Alberta, Canada, T6C 2G5 ($9.00 each; 5 or more, $8.00 each).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Material Development; *Mathematical Concepts; *Problem Sets; *Problem Solving; Program Evaluation; Research Methodology; *Research Projects; *Young Children
Identifiers-*Piagets Clinical Method

The aim of this monograph is to describe a program of research investigating the problem-solving responses of young children and to present in summary form the results of the analyses completed so far. Attention is given to characteristics of clinical studies which are thought to make the clinical method particularly useful with young children. After a brief introduction, the first section describes the research decisions that had to be made either prior to launching the study or while it was being conducted. The second section summarizes results obtained in unique problem situations involving division, space and geometry, reflections in a plane, mirror reflection, coordinates, and factors and sequences. Problem situations devised for the studies, such as cargo groups, fold-out shapes, parking grids and theater grids, are described and illustrated in color photographs and diagrams. Additionally, for most problem situations the mathematical significance of the problem is pointed out and results and conclusions or concluding statements are given. The final section of the monograph evaluates the clinical methodology employed in the studies and considers the contribution of the research to mathematics education. (Author/RH)

ED215836 RC013340

State-Tribal Relationships. A Report on the Indian Town Hall (8th, White Mountain Apache Reservation, Arizona, November 13-14, 1980).
Arizona Commission of Indian Affairs, Phoenix.
Pub Date Jun 81
Note-69p.; For related document, see ED 207 728.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indian Reservations; *American Indians; Civil Rights; Court Litigation; Economic Development; *Federal Indian Relationship; Health Programs; Housing; Law Enforcement; State Legislation; *State Programs; Taxes; *Tribes
Identifiers-*Arizona; *State Tribal Relationship

Proceedings from the 8th Indian Town Hall include conference activities of 22 representatives of American Indian tribes and the State of Arizona as they participated in the 2-day conference on state-tribal relationships. Eleven keynote speeches in full text are presented along with comments from seven tribal representatives on the conference and expression of gratitude to the Arizona Commission of Indian Affairs for its fine working relationship with the tribes. Topics addressed at the conference include: specific examples of negotiating state-tribal agreements; economic development for the tribes; Department of Economic Security (DES) Programs available to Indian tribes; state's interpretation of cigarette and sales taxes; an Indian legislator's views on state-tribal relations; supreme court rulings affecting state-tribal relations; health programs affecting the Indian tribes; the need for inspection of mobile housing installation; civil rights applied to the Indian tribes; cooperative law enforcement; and elements of the State-Tribal Compact Act of 1979. (ERB)

Monk, David H.; And Others
Potential Effects of the Overburden Argument on the Funding of Rural Schools. Interim Report to the New York State Special Task Force on Equity and Excellence in Education.
New York State Special Task Force on Equity and Excellence in Education.
Spons Agency-New York State Executive Office, Albany.
Pub Date Feb 81
Note-86p.; For related document, see RC 013 362.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Costs; Court Litigation; Definitions; Educational Finance; Elementary Secondary Education; Equalization Aid; Equal Protection; *Financial Support; History; Policy; *Resource Allocation; *Rural Schools; Rural Urban Differences; Small Schools; *State Aid; *State School District Relationship; Student Transportation
Identifiers-Economies of Scale; Isolation (School Districts); Levittown v Nyquist; *New York; *Small School Districts; Sparsity (Population)

Designed to serve as an introduction to research currently being conducted on behalf of the Task Force into implications for rural schools of the Levittown decision, the primary purpose of this report is to provide background information and to provoke discussion about fiscal problems in rural areas. Two sections provide historical as well as legal perspectives on the state's responsibility for delivering educational services in rural areas. Historical analysis gives an overview of how the state has responded in the past and provides insight into the current nature of the state's involvement. Section III draws heavily on the Levittown decision and shows that a concern for problems that exist perhaps uniquely in rural schools is entirely consistent with the holding of the court. Section IV addresses whether there are costs peculiar to operating schools in rural areas and presents results of early attempts to document existence of these costs. The report concludes with a discussion of policy implications. Definitions for rural schools are proposed as well as a series of policies which might be recommended by the Task Force as a means of more completely fulfilling the state's responsibility to students and taxpayers in rural areas of the state. (BRR)

ED215896 SE037101

Roadrangka, Vantipa; Yeany, Russell H.

A Study of the Relationship Among Type and Quality of Implementation of Science Teaching Strategy, Student Formal Reasoning Ability, and Student Engagement.

Pub Date Apr 82
Note-30p.; Paper presented at the National Conference of the Association for the Education of Teachers in Science (Chicago, IL, April 3, 1982).
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classroom Observation Techniques; Cognitive Development; *Developmental Stages; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Secondary School Students; Student Behavior; Student Teachers; *Teacher Behavior; *Teaching Methods; *Time on Task
Identifiers-*Science Education Research

To determine which types and qualities of science teaching strategies stimulate students to become involved in learning, middle and high school students (N=147) were observed for time-on-task (time actively spent by the student in learning) and off-task during periods while being taught by five student teachers. The "Teaching Strategies Observation Differential" (TSOD), rating teacher style on a scale from 0-10 (extremes defined as expository/direct and inductive/indirect), was used to measure verbal and non-verbal classroom activities. The quality of implementing strategies (lecture, direction, questioning, demonstration, investigation, response, or teacher guidance) identified by the TSOD was measured by an instrument developed for this study (included in an appendix). In addition, the "Test of Logical Thinking" (TOLT) was administered to determine possible relationships between developmental level and time-on-task. Results indicated that not only the type of teaching strategy, but also the quality of implementing that strategy have an influence on student time-on-task, suggesting that teacher education programs emphasize both a repertoire of strategies and the quality of implementing each type. Results also indicated that there was a relationship between formal reasoning ability and time-on-task, suggesting that teacher education programs also emphasize cognitive development theory and applications of this theory to instruction to facilitate learning. (Author/JN)

ED215936 SO014014

Falk, Richard; Kim, Samuel S.

An Approach to World Order Studies and the World System.

Institute for World Order, New York, N.Y.
Spons Agency-World Order Models Project.
Report No-ISBN-0-911646-12-3; WOMP-WP-22
Pub Date 82
Note-39p.
Available from-Institute for World Order, 777 UN Plaza, New York, NY 10017 ($2.00, 5-25 copies, $1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Course Content; *Curriculum Development; *Educational Needs; Educational Objectives; *Global Approach; Higher Education; *International Relations

Identifiers-*World Order Studies

This paper discusses an approach to world order studies which can be used to supplant traditional international relations courses. It is one of a series of working papers commissioned by the World Order Models Project (WOMP) in its effort to stimulate research, education, dialogue, and political action aimed at contributing to a movement for a just world order. World order studies has two ambitions: to establish an enduring academic presence and to provide a basis for a movement for social change that encompasses issues of global scale. There are five major parts to the paper. The first part discusses the main assumptions of the world order approach. Part II describes the general framework of inquiry guiding world order studies. The framework involves a diagnostic/prognostic task of describing present world order conditions, a modeling task of designing preferred futures, and a prescriptive task of mapping a transition process, including concrete steps and an overall strategy. Stages of world order studies are the topic of Part III. Part IV looks at WOMP and other globalist outlooks. Five broad areas of inquiry which have currently emerged as the cutting edge of world order studies are discussed in Part V. (RM)

ED215974 SP020050

Borthwick, Paul; And Others

Teacher Burnout: A Study of Professional and Personal Variables.

Pub Date Feb 82

Note-11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; Class Size; Coping; Elementary School Teachers; Elementary Secondary Education; *Individual Characteristics; Racial Differences; Secondary School Teachers; Sex Differences; *Stress Variables; *Teacher Burnout; *Teaching Conditions; *Teaching Experience

This study examined relationships between level of teacher burnout and professional variables (grade level taught, class size, years of teaching experience, highest degree earned) and personal variables (sex, age, income, health status, marital status). Level of burnout was measured by the Maslach Burnout Inventory (MBI), which produces data on three categories of burnout--emotional exhaustion, depersonalization, and personal accomplishment. Responses from 1,091 elementary and secondary school teachers to the MBI were analyzed. Significant differences in levels of measured burnout among teachers were evident for two professional variables--grade level and years of teaching experiences. Subsequent t-tests on these factors provided the conclusions that secondary school teachers exhibited a higher level of measured burnout, and teachers with fewer years of experience exhibited a higher level of burnout. It is suggested that working with adolescents in a high school environment may be more stressful than working with younger students, or that the environment of the elementary school is more supportive of teachers. The finding that teachers with fewer years of experience exhibited higher burnout raises concerns as to the maturity level, including coping ability, of younger teachers to handle the daily stress demands of school. A reduction in measured burnout exhibited by teachers as they gained experience suggests that certain coping skills are acquired in the field. Neither the class size variable nor highest degree earned variable produced any significant differences among groups. Personal variables identified as significant included sex, age, and race. Females exhibited higher measured burnout than males, white teachers exhibited higher burnout than minority group teachers, and younger teachers exhibited higher burnout than older teachers. (JD)

ED215738 JC820211

Evans, Robert R.

The Impact of Nursing and Allied Health Professional Organizations and Accrediting Agencies on Community College Curricula.

Pub Date 5 Apr 82

Note-8p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accreditation (Institutions); *Accrediting Agencies; *Agency Role; *College Planning; Community Colleges; *Program Evaluation; Two Year Colleges

Identifiers-*Specialized Accreditation

There are two types of accreditation in the United States, general and programmatic. The first is concerned with the quality of an entire institution, the second with the quality of a specific program. In recent years the number of specialized programmatic accreditation agencies has grown rapidly, and their functions have changed. They are no longer concerned merely with establishing minimum standards, and many, in fact, manage curricula, institutional policies, and procedures; prescribe admissions standards; specify staffing levels and job descriptions; and control facility use. Colleges have become increasingly concerned with the impact of program accreditation because of the financial costs associated with accreditation; the overlapping responsibilities of accreditation agencies and of colleges and other agencies; and increasing doubts as to whether accreditation improves educational quality. Colleges should seek solutions to these and other problems of accreditation by determining the appropriate role of accreditation in the school and the agencies to be associated with. Before becoming involved with an accreditation agency, colleges should determine if accreditation is necessary for graduates' employment, if it will lead to an improved program, what the costs will be, and if the school can live with the agency's requirements. If accreditation is deemed necessary, an accreditations officer should be appointed, and accreditation visits should be minimized. (HB)

ED215757 PS012786

Iitaka, Kyoko; Sano, Ryogoro

Early Language Development in the First Two Years: A Longitudinal Study of 10 Children.

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Report No-RIEEC-RRB-16
Pub Date Dec 80
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiotape Recordings; Child Language; *Cognitive Development; Foreign Countries; *Infants; *Language Acquisition; Language Research; Longitudinal Studies; *Parent Influence; *Physical Activity Level; Videotape Recordings
Identifiers-*Japan

To investigate cross-sectionally and longitudinally the development of children's early verbal behavior, 10 normal first-born Japanese infants from middle-class families were observed monthly and examined from when they were 6 to 24 months of age. Audio- and video-taped language data were obtained in a laboratory playroom setting during 15-minute sessions of free play with the mother present. Neonatal and postnatal neurological examination records were obtained to establish neonatal activity levels. Infants' scores at 6, 12, 18, and 24 months on the MCC Baby Test (a modification of an instrument by Cattell) were obtained to provide developmental data on search behavior. Of particular interest were (1) the relationship between the time of emergence of the first meaningful word and the emergence of two-word utterances, (2) the relationship between cognitive and language variables, (3) the influence of neonatal activity level upon cognitive and language development, and (4) the relationship of maternal verbal functions at 12 months with cognitive and language development up to 24 months. A correlational analysis was made of 39 variables of language and cognitive development, neonatal activity level, and maternal verbal functions at 12 months. Results are discussed in relationship to previous studies and the need for further research is indicated. (Author/RH)

ED215993 SP020142

McCarthy, Martha; And Others

Federal Legislation on Behalf of Handicapped Children: Implications for Regular Educators. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.

National Inservice Network, Bloomington, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date Mar 81

Grant-G00781840

Note-52p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Responsibility; Elementary Secondary Education; *Federal Legislation; *Inservice Teacher Education; Learning Activities; *Legal Responsibility; *Mainstreaming; Program Evaluation; *Staff Development; Workshops

Identifiers-*Public Law 94 142

The purpose of this module is to synthesize technical information on federal mandates on education for the handicapped and to present the information in a format that can be adapted for use with teachers, administrators, school board members, or parents. Activities for use in workshop settings are designed to: (1) increase knowledge and understanding of pertinent federal legislation, federal regulations for implementing the laws, and court decisions interpreting the laws; (2) increase sensitivity to potential problems in implementing the legal mandates and to the mandates' implications for public educational process; and (3) enhance skills in analyzing institutional forces that inhibit or facilitate the attainment of specific provisions of Public Law 94-142 and section 504 of the Rehabilitation Act of 1973 and in designing plans to implement legal mandates. The introductory lecturette discusses litigation and legislation, including right to access, right to accurate classification, and right to appropriate programs. Sessions on Public Law 94-142 and Section 504, action plans, and case situations list goals, processes, and materials. (JD)

ED216013 TM820095

Lord, Frederic M.

Unbiased Estimators of Ability Parameters, of Their Variance, and of Their Parallel-Forms Reliability.

Educational Testing Service, Princeton, N.J.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No-ETS-RR-81-50
Pub Date Nov 81
Contract No-N00014-80-C-0402
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Estimation (Mathematics); *Latent Trait Theory; Mathematical Formulas; *Maximum Likelihood Statistics; Scores; *Statistical Bias
Identifiers-*Ability Parameters; *Item Parameters

This paper is primarily concerned with determining the statistical bias in the maximum likelihood estimate of the examinee ability parameter in item response theory, and of certain functions of such parameters. Given known item parameters, unbiased estimators are derived for (1) an examinee's ability parameter and proportion-correct true score; (2) the variance of ability parameters across examinees in the group tested, and the variance of proportion-correct true scores; and (3) the parallel-forms reliability of the observed test score, the maximum likelihood estimator. These formulas apply in situations where the item parameters are known; they are not adequate for situations where the item parameters and ability parameters are estimated simultaneously from a single data set. (Author/BW)

ED216055 UD021914

Lehming, Rolf, Ed.; Kane, Michael, Ed.

Improving Schools: Using What We Know.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-ISBN-0-8039-1624-6

Pub Date 81

Note-312p.

Available from-SAGE Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212 (write for price).

Document Not Available from EDRS.

Descriptors-Change Agents; *Change Strategies; *Educational Change; *Educational Improvement; *Educational Innovation; Educational Policy; Elementary Secondary Education; Incentives; *Information Needs; *Information Utilization; Institutional Characteristics; Models; School Personnel

This book deals with studies of how new ideas, materials, or technologies can be used to improve elementary and secondary schools. Ernest House examines knowledge use in educational innovation from the technological perspective, which sees teaching as a technique that can be analyzed by subdividing it into its components; the political perspective, which recognizes group influence in school change efforts; and the cultural perspective, which acknowledges variation among groups and considers improvement efforts in terms of diffusing relatively unfamiliar cultural forms. Matthew Miles explores the body of present knowledge about the school as an organization and the properties that are typical, relatively stable, or commonly found in contemporary American schools. Sam Sieber proposes a model for studying knowledge utilization that considers the incentives and disincentives of school personnel. Karen Louis synthesizes the literature on how consultants, change agents, or linking agents affect school improvement and knowledge utilization. Michael Fullan investigates the role of teachers, principals, school district specialists, and superintendents in knowledge utilization at the school district level. Finally, Paul Behrman describes a new model to guide future research and action that recognizes the increasing complexity of educational change processes and the need to explore school changes within specific contexts. (Author/MJL)

ED216075 UD022261

Eyler, Janet; And Others

Resegregation: Segregation within Desegregated Schools.

Vanderbilt Univ., Nashville, Tenn.

Spons Agency-Department of Education, Washington, D.C.
Pub Date Mar 82
Contract No-300-79-0403
Note-80p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982). Prepared at the Institute for Public Policy Studies.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Ability Grouping; Bilingual Education; Compensatory Education; *Desegregation Methods; Elementary Secondary Education; *Homogeneous Grouping; Literature Reviews; Minority Group Children; *Racial Segregation; *School Desegregation; *School Resegregation; Special Education; Student Evaluation; Suspension; Teaching Methods

Resegregation is the process by which students are separated into racially or ethnically isolated groups within desegregated schools. Resegregation may result from the traditional practice of sorting students into apparently homogeneous groups through ability grouping and tracking and through student selection for compensatory education, special education, and bilingual education. The degree to which these practices enhance resegregation is determined by: student assignment procedures that overrepresent minority children in lower academic groupings and underrepresent them in higher academic groupings; minority overrepresentation in school enrollment; the practice of pulling children out of the regular classroom; and the extent to which individual children have multiple eligibility, or qualify for several categorical programs. Discipline practices characterized by the disproportionate suspension of black students also contribute to resegregation. To reduce within-school resegregation, schools must adopt alternatives in current practices. Assessment for student grouping should be based on different kinds of information and should be properly interpreted, instruction should be organized to encourage integration among heterogeneous student groups, and discipline methods should emphasize keeping students in school rather than suspending them. Finally, more research is needed for further progress in reducing resegregation. (Author/MJL)

Younger, Jennifer; And Others

Subject Headings for Individual Works of Art, Architecture, and Analogous Artifacts and Structures. A Final Report.

American Library Association, Chicago, Ill. Resources and Technical Services Div.

Pub Date 1 Feb 81

Note-22p.; Report prepared by the Subcommittee on Subject Headings for Individual Works of Art, Architecture, and Analogous Artifacts and Structures and submitted to the Cataloging and Classification Section of the Resources and Technical Services Division of the American Library Association.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Architecture; *Art; *Cataloging; Guidelines; *Indexing; Library Catalogs; *Subject Index Terms

Prepared to identify problem areas and to present cataloging principles in accordance with basic subject and name entry theory and practice, this final subcommittee report makes five recommendations to the Resources and Technical Services Division of the American Library Association for changes in current practices in subject cataloging of individual works of art, architecture, and related materials. These are (1) the assignment of a subject heading for the artist, when known, for all works of art and public monuments, further subdivided by "--individual works"; (2) the assignment of a subject heading for the architect, engineer, landscape architect, or other creator when known, further subdivided by "--Individual works"; (3) omission of the name of the individual art work, whether anonymous or by a known artist, from the subject heading; (4) the establishment of all subject headings for the names of buildings, gardens, monuments, bridges, parks, playgrounds, plazas, and streets according to the second edition of the Anglo-American Cataloging Rules; and (5) the use of multiple access points. Patterns and examples of subject headings are provided. (RAA)

ED215798 RC013159

Keeney, Lorraine, Ed.; Devaney, Kathleen, Ed.

Four Workparties Focus on Rural Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif. Teachers' Centers Exchange.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jan 82

Contract No-400-80-0103

Note-29p.

Available from-Teachers Centers Exchange, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role; Community Characteristics; Elementary Secondary Education; Faculty Mobility; Human Resources; *Inservice Teacher Education; Observational Learning; Relevance (Education); *Rural Education; *School Community Relationship; Special Education; *Student Teacher Relationship; Superintendents; Teacher Administrator Relationship; *Teacher Centers; Teacher Characteristics; *Teacher Workshops

Articles in this document are edited from talks and discussions that took place at the 1979, 1980, and 1981 Workparties (four-day retreat/conferences) sponsored for rural educators by the Teachers' Centers Exchange. Workparties were held in collaboration with Mountain Towns' Teacher Center, Wilmington, Vermont (1978), Washington West Resource Center, Waitsfield, Vermont (1979), Western Nebraska (Sidney) Rural Teacher Center (1980), and Texarkana (Arkansas) Teacher Center (1981). The 1979 panel discussion, "Don't Try to 'Deliver' Rural Education," addresses the unique values of the rural community and the role of teachers' centers in promoting those values. The 1980 panel discussion, "If You Work in Rural Schools, You're Working with the Rural Community," focuses on the advantages and disadvantages of rural schooling. "Where Quiet Voices Can Be Heard" reflects a teacher's experiences with special education classes and with teachers' centers. "New Options for Rural High Schools" describes possible uses of the rural school environment as the basis for curriculum and ways teacher centers might advance those ideas. "How a Rural Superintendent Can Help Start a Teachers' Center" describes the building of the center in Cortland, New York. "Touching Inward Springs" offers suggestions for incorporating the experiences of rural youngsters and community members into the curriculum. (CM)

ED215817 RC013318

Staudt, Kathleen A.

Women's Organizations in Rural Development. Women in Development.

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date Feb 80

Note-74p.; Selections of the paper drawn from "Women and Participation in Rural Development: A Framework for Project Design and Policy-Oriented Research" (Ithaca, New York: Cornell Univ., Center for International Studies, Rural Development Committee, 1979).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Females; Leadership; Organizational Effectiveness; *Organizations (Groups); *Politics; *Power Structure; *Rural Development; *Sex Discrimination; Sex Role; Sociocultural Patterns; Socioeconomic Influences

Identifiers-*Power Equalization; Rural Women

Political power tends to overlap with economic power, thus favoring those with access to land, livestock, capital, and other productive resources; in virtually all societies women have fewer of those productive resources than men, which reflects and explains women's limited political power. Growing documentation indicates that men disproportionately benefit from rural development programs, such as educational and training opportunities, job placement, capital and technology transfers, and land commoditization. Until women participate more extensively in politics at all levels, they will continue to be marginalized in the development process. Utilizing women's organizations is a strategy which offers unique advantages for responding positively to modernization. The document's three part argument is drawn primarily from the scholarly and development practitioner literature. The first section reviews literature on women's participation in elite and mass politics and emphasizes rural women's organizational participation. The second section analyzes constraints on the organizational participation of women. The final section suggests policy implications in the areas of organizational strategies, employment/institutional strategies, and data collection. A 119-item bibliography concludes the document. (BRR)

ED215918 SO013925

Stambler, Moses

Perspectives on Area Agencies on Aging; With Special Focus on South Central Connecticut Agency on Aging.

Pub Date Dec 81

Note-64p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advocacy; Agency Cooperation; *Agency Role; *Aging (Individuals); Community Coordination; *Cooperative Planning; Government (Administrative Body); *Models; *Private Agencies; Regional Cooperation; Regional Programs; *Shared Services

Identifiers-Comprehensive Service Amendments 1973; Older Americans Act 1965; Older Americans Act Amendments 1978; *South Central Connecticut Agency on Aging

This paper discusses Area Agencies on Aging (AAA). There are currently 655 area agencies which were created by the 1973 amendments to the Older American Act that plan, coordinate, and pool resources for the aged. The act mandated specific goals; however, because the AAA must have external support to survive, they have had to take into account group pressures, political realities, and competitive agencies in their coordination and planning roles. The South Central Connecticut Agency on Aging (SCCAA), a privately incorporated agency, yet one that is linked to the state for funding and monitoring purposes, is a model. The SCCAA fulfills the state and national directives yet shapes its internal organization through development of regional coordinating agencies and boards on which social service agencies and consumer groups participate. The planning process of the SCCAA involves five stages: (1) the education and information stage, where the values and importance of the SCCAA as a planner and coordinator is stressed; (2) the political accommodation stage, where the SCCAA deals with political realities, coping with potential threats to its survival; (3) the prioritizing stage on the Regional Committees on Aging (RCA) level, where the RCA funding needs are discussed; (4) the last prioritizing stage on the Advisory Council and Board of Director's level, where the needs of local RCA's are finally evaluated; and (5) the grant award stage. (Author/NE)

ED216035 TM820197

Cox, Brenda G.; Folsom, Ralph E., Jr.

An Empirical Investigation of Alternative Item Nonresponse Adjustment Procedures. National Longitudinal Study, Sponsored Reports Series.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Report No-RTI/0884/52-071

Pub Date Sep 79

Contract No-OEC-0-73-6666

Note-275p.; For related document see TM 820 198. Contains small type in computer printout sections.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Graduate Surveys; Item Analysis; *Longitudinal Studies; *Statistical Analysis; *Statistical Bias

Identifiers-Empirical Analysis; Error Analysis (Statistics); *National Longitudinal Study High School Class 1972; *Response Rates (Questionnaires)

Using an empirical investigation of alternate item nonresponse adjustment procedures in a National Longitudinal Study (NLS) of missing and faulty data, it is indicated that in some cases imputation can reduce the accuracy of survey estimates. A National Sample of the high school class of 1972 is designed to provide statistics on students moving into early adulthood. The bias resulting from nonresponse and response errors is evaluated using hot deck and weighting class adjustment techniques to analyze telephone followups after the original response to 20 critical survey items. Regarding bias variance, comparison is made with estimates when no imputation or editing techniques are used. Item nonresponse imputation and adjustment procedures are presented with the design of the experimental data base. Bias, variance and mean square error estimations, and the results of the imputation comparisons are presented. The investigation of more complex statistical analyses is suggested. A bibliography is presented with appendices including an executive summary, data coding of the study, the followup questionnaire, statistical comparisons, and formulas for the standard errors program in the survey. (CM)

ED215677 IR010136

Martinez, Angelina, Ed.
Library Handbook for Faculty.
California Polytechnic State Univ., San Luis Obispo. Library.
Pub Date Sep 81
Note-45p.; Text on colored pages may not reproduce well.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Faculty; College Libraries; Higher Education; *Library Acquisition; Library Collections; *Library Materials; *Library Material Selection; *Library Services
Identifiers-*California Polytechnic State University

Discussions of library resources, services and related activities as well as library materials selection and acquisition are provided for faculty to facilitate and enhance their use of the library. Included in the library resources section are books, periodicals, microforms, and special collections and archives. Instruction in library use, computerized literature searches, interlibrary loans, and audiovisual services are among the library services described. The related activities described focus on library publications. Ten appendices include reserve book request forms, senior projects standards and procedures, and floor plans. (RBF)

ED215720 JC820176

The Role of SUNY's [State University of New York] Community Colleges in Technical/Occupational Education. Analysis Paper No. 821.

State Univ. of New York, Albany. Office for Community Colleges.
Pub Date Mar 82
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Programs; *College Role; *Community Colleges; Educational Finance; Educational Planning; Enrollment; Job Training; Program Development; *School Business Relationship; *State Aid; State Colleges; Statewide Planning; *Technical Education; Technical Occupations; Two Year Colleges; Vocational Education
Identifiers-High Technology; *New York

As the community colleges in New York state grew in the post World War II period, they continued to maintain close links with local firms and a commitment to provide occupational education. In the 1970s, a traditional balance between career and transfer programs shifted towards programs that led directly to employment, and currently more than 60% of the state's two-year college students are enrolled in career programs. In the 1980s, a key challenge for community colleges will be to respond to the increasing demand for skilled employees in high technology areas. The State University of New York (SUNY) has created three methods to finance these often expensive programs: (1) a funding formula providing state aid for colleges that includes bonus dollars for students in business and technology programs; (2) state funding for non-credit courses that are vocationally oriented; and (3) state aid for contract courses with business, industry, and labor groups. Other efforts to establish links between SUNY and local firms include joint programs supported through public and private funds to benefit small firms and individuals seeking high technology employment. The rejuvenation of technical training at community colleges can be seen in the growth of the number and variety of career programs and the number of students in these programs. Attachments list occupational programs approved by SUNY since 1976, 1976-80 occupational enrollment figures, and contract course approvals. (HB)

ED215875 SE037066

Secada, Walter G.

The Use of Counting for Subtraction.

Pub Date Mar 82
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Algorithms; Basic Skills; *Cognitive Processes; Computation; Educational Research; Elementary Education; *Elementary School Mathematics; Grade 1; *Learning Theories; Mathematics Education; Number Concepts; *Subtraction
Identifiers-*Mathematics Education Research

The use of counting for subtraction was investigated. Counting for subtraction is related to counting-on for addition and to four skills: the ability to use the subtrahend cardinality to gain entry into the count sequence, the ability to use the minuend cardinality to gain entry into the count sequence, the ability to use the count sequence to represent the difference, and the verbal ability to count backwards. The use of the minuend cardinality to enter the count sequence seems to develop from a coordinated use of the other two nonverbal skills. No relation was found between part/whole class inclusion and the use of counting for subtraction. (Author/MP)

ED215640 HE015022

Reohr, Janet R.

Mentor and Colleague Relationships in Academia.

Pub Date Nov 81
Note-13p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Boston, MA, November 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty; Higher Education; Interprofessional Relationship; *Mentors; Organizational Climate; *Peer Acceptance; *Peer Relationship; *Socialization
Identifiers-*Collegiality

Social support systems within academia, particularly those of mentor and colleague, are examined. Although both relationships are valued by academics, there is lack of consensus as to the characteristics and purposes of each. The mentor relationship can be defined as maintaining clear social and intellectual status differences. The value of this relationship is found in these status differences, which allow the mentor to use his or her greater influence to help the younger academic. The colleague relationship is distinguished by its equality. It also can be significant in the arduous socialization process within academia. In the business world, mentor-protege and colleague relationships are more likely to occur because of the interdependent working conditions, and are often structured intentionally. The same is not true of the academic world; those who occupy the most marginal status--the young, untenured faculty--could most benefit from mentors or colleagues, but because of their positions they are the least likely to have the benefit of such relationships. (Author/MSE)

ED215739 JC820212

Rinehart, Richard L.

Industry-College Cooperation: New Components, Barriers and Strategies.

Pub Date 5 Apr 82
Note-16p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advisory Committees; College Planning; *Community Colleges; Cooperative Education; *Cooperative Programs; *Education Work Relationship; Faculty Development; Field Experience Programs; Financial Support; On the Job Training; Postsecondary Education; Professional Associations; *School Business Relationship; Two Year Colleges; Vocational Education; Work Study Programs

A variety of linkage components that can help build and maintain effective relationships between the worlds of work and education are identified, and barriers to the development of such relationships and techniques for overcoming them are described in this report. The first section lists different forms of industry/education cooperation and their characteristics, including cooperative education, work study, and apprenticeships; internships, clinical experience, required volunteer work, and simulations involving potential employers; employment of faculty in the private sector; teaching by business and industry specialists; student visits to work sites; technical and professional associations linking teachers and business specialists; joint activity on advisory committees and boards; and funded training programs. In the second section, potential problems and barriers to effective linkages between industry and education are presented. These include budget and cost factors; corporate and institutional policies regarding personnel, functions, and activities; legal restrictions, such as those imposed by civil rights legislation and minimum wage laws; interpersonal factors (e.g., personality conflicts and questions of status); long-range planning considerations, including the timing, sequence, and coordination of activities; and the neglect of management or learning principles. Finally, problem-solving and group interaction skills are posited as ways of overcoming these barriers and problems. (Author/HB)

ED215778 PS012820

Dickinson, Barbara Gibello

A Curriculum Program for Infants Six to Twelve Months.

Pub Date 80

Note-185p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Child Development; *Child Rearing; Cognitive Development; Course Descriptions; Curriculum Guides; Emotional Development; *Infants; *Instructional Materials; Language Acquisition; Learning Activities; Lesson Plans; Motor Development; *Parent Education; Social Development; *Stimulation; Teaching Methods

Identifiers-*Toddlers

This curriculum program was developed to serve as a guide or reference for those professionals wishing to implement or improve upon a current participation program for parents of 6- to 12-month-old infants. The curriculum program covers such topics as the importance of early stimulation, infants' gross and fine motor development, social/emotional development, and language development. Following a brief introductory overview of the curriculum's objectives and content, Section I provides a "timeplan" for presenting the curriculum material. The "timeplan" is based around a 60-minute session, meeting one time per week, over a period of 10 weeks. However, this "timeplan" can be adapted to suit those presenting the program. Each session includes the session's objectives, materials needed, topics to be discussed, suggested activities, book reviews, and how to close the session. Lecture materials intended for use by the professional, as well as handouts to be distributed to the parents each week are provided for each curriculum topic in Sections II through IX. Additional materials, such as a list of songs and jingles, good books for babies, a reading list for parents, and supplementary lessons in nutrition and childproofing the infant's environment, are included in the appendices. (Author/MP)

ED215837 RC013341

Special Education Handbook.

Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.; Southwest Regional Resource Center, Salt Lake City, Utah.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 80
Contract No-OEC-300-78-0016
Note-472p.; Some pages may not reproduce clearly.
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Accessibility (for Disabled); American Indian Education; American Indians; Definitions; *Disabilities; Elementary Secondary Education; Eligibility; *Handicap Identification; *Individualized Education Programs; *Program Implementation; *Special Education; Test Bias
Identifiers-Basic Indian Education Act; *Education for All Handicapped Children Act; *Navajo (Nation); Public Law 94 142; Public Law 95 561

In order to provide special education programs that are responsive to the needs of Navajo students and in order to comply with the Rules and Regulations of Public Law 94-142 (The Education for All Handicapped Children Act) and Public Law 95-561 (Education Amendments of 1978), the information in this handbook provides guidance to teachers and administrators who are charged with educating handicapped Navajo students to their full potential. The handbook is divided into 12 chapters about: the special education process; eligibility criteria and programming considerations for the deaf and hearing handicapped, deaf-blind, homebound or hospitalized, mentally handicapped, multihandicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disabled, and speech impaired; the Individualized Education Program; procedural safeguards; teacher performance standards; memoranda; coding information; and allowable costs and Element 18 applicable components. Appendices offer guidelines for reviewing assessment procedures and psychoeducational reports, identification of bias in testing, an accessibility checklist, a staffing guide for programs for the handicapped, directions for completing a LEA appplication, and proposed rules and regulations for PL 95-561 and PL 94-142. (ERB)

ED215855 RC013362

Monk, David H.; And Others

Potential Effects of the Overburden Argument on the Funding of Rural Schools. Final Report to the New York State Special Task Force on Equity and Excellence in Education.

New York State Special Task Force on Equity and Excellence in Education.
Spons Agency-New York State Executive Office, Albany.
Pub Date Jun 81
Note-114p.; For related document, see RC 013 361.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education; Assessed Valuation; Change; *Delivery Systems; Differences; Educational Finance; Elementary Secondary Education; Enrollment Trends; Equalization Aid; *Financial Support; Fiscal Capacity; Income; Policy; *Resource Allocation; *Rural Schools; Rural Urban Differences; Small Schools; *State Aid; *State School District Relationship
Identifiers-Economies of Scale; Isolation (School Districts); *New York; *Small School Districts; Sparsity (Population); Tax Bases

This report presents attempts to understand more about how six background characteristics (small scale, population sparsity, district isolation within a BOCES (Boards of Cooperative Educational Service), interaction between a change in enrollment and initial scale of the district, rapid changes in full value property wealth over time, and large discrepancies between income and property based measures of ability to pay) affect financing and delivery of educational services.

Each characteristic is examined in turn and discussion includes a rationale for expecting each characteristic to make a difference either for taxpayers or students. Two distinct types of burdens are addressed: the first type involves hardships that stem from whatever extra costs certain districts are forced to incur in producing a given level and mix of educational outcomes, and the second type involves instances of the state's inaccurate determination of the school district's ability to pay for educational services. The report concludes with a discussion of policy alternatives considered in response to seven questions, e.g., should the state concern itself with the limited extent to which small districts cooperate for the purpose of providing educational services, and should the state make allowances for the current size of districts when it makes adjustments for declines in pupil enrollment? (BRR)

ED215897 SE037114

Sherris, Jacqueline D.; Quillin, Wayne F.

Population Education in the Schools. Special Topics.

Johns Hopkins Univ., Baltimore, MD. Population Information Program.
Spons Agency-Agency for International Development (IDCA), Washington, DC.
Pub Date Apr 82
Note-45p.
Available from-Population Information Program, The John Hopkins University, 624 North Broadway, Baltimore, MD 21205 (multiple copies $.50 each).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development; Educational Planning; Elementary Secondary Education; *Environmental Education; *Foreign Countries; *Guidelines; Instructional Materials; International Educational Exchange; *Population Education; Program Administration; *Program Descriptions; Program Evaluation; Teacher Education; Teaching Methods

An overview of and rationale for population education for elementary and secondary schools are given beginning with a definition of population education as an effort to teach children about basic population issues and to encourage them to have smaller families. Various aspects and concerns related to the selection and implementation of population education programs are discussed under these broad topics: (1) general planning, including feasibility of programs; (2) administration and coordination of selected programs; (3) curriculum planning; (4) teacher training; (5) instructional materials; (6) program and student evaluation; and (7) impact on students. Recommendations for improving population education programs related to these six areas are listed. Characteristics of established population education programs in different countries are outlined including descriptions of programs in the Philippines, Korea, United States (Baltimore, Maryland), Egypt, Sierra Leone, India). An extensive bibliography is provided, including general references, sourcebooks, teacher training materials, instructional materials and other teaching aids. (SK)

ED215937 SO014015

Chichilnisky, Graciela

Basic Needs and the North/South Debate.

Institute for World Order, New York, N.Y.
Spons Agency-World Order Models Project.
Report No-ISBN-0-911646-11-7; WOMP-WP-21
Pub Date 82
Note-41p.
Available from-Institute for World Order, 777 UN Plaza, New York, NY 10017 ($2.00, 5-25 copies, $1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Developed Nations; *Developing Nations; *Economic Development; Foreign Policy; *Global Approach; International Relations; Models; Natural Resources; Needs
Identifiers-*World Order

This publication contains two papers each of which deals with the relationship between "North" (developed nations) and the "South" (developing nations). The publication is one in a series of working papers commissioned by the World Order Models Project in its effort to stimulate research, education, dialogue, and political action aimed at contributing to a movement for a just world order. The first paper re-examines the relationship between the economic growth of the developing and the developed nations. It considers the implications of this relationship for two major issues: basic needs and exhaustible resources. The connections between international trade and national policies are explored on the basis of the theoretical research and empirical results of a United Nations Project on Technology, Distribution, and North-South Relations. The second paper analyses both the basic assumptions and the results of the better known and widely used global models--specifically, the UN world model, the RIO (Reshaping the International Order) model and the Bariloche model--in relation to basic needs and to North-South interdependence. The rationale is that these very assumptions underlie various development strategies and give legitimacy to competing claims on the world's resources. Even if some of the findings of the analysis are critical of the suitability of a particular model for the study of the questions posed, they serve a useful purpose in that they suggest what strategies and structures built into the model do not work. The paper ends by summarizing the conclusions and indicating their implications for policy as well as for further modeling world. (RM)

ED215956 SO014062

Hahn, Byungchai Cora

A Case Study: How Twenty-One Koreans Perceive America. World Education Monograph Series, Number Four.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

Pub Date 78

Note-18p.

Available from-The I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268 ($1.50, plus $0.30 postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attitude Change; *Attitudes; Case Studies; Cultural Differences; Educational Attitudes; Elementary Secondary Education; Higher Education; Interviews; *Korean Americans; Korean Culture; Opinions; Political Attitudes; Sex Role; Social Attitudes; Social Science Research; Work Attitudes

Twenty-one Koreans were interviewed concerning their perceptions of America. In the spring of 1977, 9 men and 12 women between the ages of 20 and 50 from the greater Hartford and Storrs area in Connecticut participated in this case study. The males interviewed included five graduate students, three undergraduates, and one government scientist. Three of the women had professional status, four were housewives with a Korean college education, one was the owner of a private buiness, and four of the women had very little formal education. The main questions were: How do you perceive your life in America? How are you doing with your job? and How do you perceive human and family relationships, marriage, sex role issues, education, and government in America? Results include the following. Almost all described America as the country where they can remain individuals without any mental pressure from the outside and without having to conform to expected norms and behaviors. All said Americans are kind and friendly toward strangers. Most expressed the feeling that parent-child relationships in America seemed distant, cold, and self-centered. About half said they disapprove of the way in which marriages break up in America. All were pleased with the educational system and voiced positive attitudes toward the American government. Most had difficulty accepting the concept of equality of the sexes and the mingling of sex roles. (RM)

ED215994 SP020143

Kuh, George, D.; And Others

Designing and Conducting Needs Assessments in Education.

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date Apr 81
Grant-G00781840
Note-97p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Data Analysis; *Data Collection; Decision Making; Elementary Secondary Education; Information Needs; Inservice Teacher Education; *Needs Assessment; Problem Solving; *Program Development; *Self Evaluation (Groups); Staff Development

Needs assessment is presented as a scanning process to identify if and where interventions are required in the educational setting and also to build and support successful implementation of those processes. Themes or perspectives, which provide a general framework for the work of a needs assessment team, are outlined. Within this framework, needs assessment is seen as problem-focused, continuous, a planning guide, a multi-faceted data gathering process, a public, conscious activity, value laden, and educational. Steps in the needs assessment process are described and discussed: (1) establish needs assessment planning team; (2) identify problem focus; (3) develop understanding of organizational context and obtain necessary support for participation of target population; (4) verify and refine problem focus; (5) determine further information needed and methods for collecting and analyzing information using three or more different strategies; (6) determine resources necessary to implement needs assessment plan; (7) develop more detailed plan, based on available resources, including time-lines, contingency plans, and specific task assignments; (8) implement needs assessment plan, making any necessary midstream adjustments; (9) analyze results of needs assessment process; and (10) develop action plan based on results of needs assessment. Appendix A outlines a model for problem identification and problem planning. In Appendix B, brief descriptions are offered of data gathering methods. Needs assessment methodologies are outlined in Appendix C. The case history of a problem-focused needs assessment conducted in Littleton, Colorado is also appended. (JD)

ED216014 TM820151

Zyskowski, Gloria

How Not to Conduct a Naturalistic Evaluation: Rueful Reminiscences of a Museum Evaluator.

Pub Date Oct 81

Note-12p.; Paper presented at the Annual Meeting of the Evaluation Network (Austin, TX, October 1-3, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Evaluation Methods; *Institutional Evaluation; *Measurement Techniques; *Museums

Identifiers-Evaluation Problems; Evaluation Utilization; *Naturalistic Evaluation

While evaluating the effectiveness of a portion of the public information system at the Toledo Art Museum, nonclassical approaches to data-gathering presented problems in measuring program aspects which are not easily quantified. There is a necessity to clarify what kinds of information can validly be gathered with naturalistic techniques for an audience unfamiliar with evaluation processes but having specific evaluation needs within their organizational activities. Curators and museum educators are seen as looking for evidence of the beneficial effects of the public information program while sound evaluation techniques and professional standards must be maintained. The difficulties of nonclassical evaluation are discussed in terms of problem formulation, the iterative framework for refinement of questions and the participation of the evaluation audience. Precautions for use of naturalistic evaluation are outlined and within the limitations of the techniques in non-traditional settings a payoff is suggested; the kinds of data gathered and reports submitted are often of immediate and practical use to the evaluation audience. Nontraditional forms of evaluation are seen as likely to become increasingly pervasive. (Author/CM)

ED215657 HE015092

Lyons, Paul R.

Basing Performance Assessment on Behaviorally Anchored Rating Scales in Collegiate Organizations.

Pub Date Apr 82
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Evaluation; *Behavior Rating Scales; *Department Heads; *Evaluation Criteria; Higher Education; Performance; Research Methodology; Teacher Attitudes

The use of behaviorally anchored rating scales (BARS) as the basis of an assessment system that was designed to improve academic department chairpersons in a college of arts and sciences is described. Twenty-eight faculty members, two from each department, were asked to identify evaluative dimensions for assessing chairperson performance and to provide critical/behavioral incidents that would demonstrate poor, adequate, and good performance on each of the 11 dimensions. After review by a panel, 236 incidents were identified and were rewritten into an expectations format. Forty-two faculty were asked to make two judgments for the list of items. The first judgment required categorization of the 245 items into 11 performance dimensions. The second judgment required placement of each item on a seven-point scale based on the level of performance indicated. Seven scales that were generated were distributed to all faculty of 14 academic departments to generate primary information for a chairperson performance assessment. System application and examination of behaviorally anchored rating scale results, interviews with faculty and key administrative staff, and self-reports of chairpersons will be components of the chairperson performance assessment. Perspectives on administrative performance evaluation and features of BARS are also considered. It is suggested that the generation of BARS itself helps to clarify goals, and that its participative and collaborative characteristics help to ensure that values of the collegial body are being considered. A bibliography is appended. (SW)

ED215758 PS012787

Shimada, Shoko; And Others

Development of Symbolic Play in Late Infancy.

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

Report No-RIEEC-RRB-17

Pub Date Oct 81

Note-27p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns; *Cognitive Development; *Dramatic Play; Foreign Countries; Individual Differences; *Infants; Longitudinal Studies; Videotape Recordings

Identifiers-*Japan; *Symbolic Play

To investigate the development of symbolic play, 18 Japanese normal boys and girls were individually tested once every even-numbered month from when they were 12 to 24 months of age. Symbolic play was generally defined as behavior which represents actual or imagined experience by using objects, gesture or language alone or in combination. The symbolic play behavior was further specified in terms of three types of representation (material, gestural, verbal), three types of agent use (self, passive other, active other), and three types of elaborated acts (unordered, combination, and organized multi-scheme combinations). Testing took place in laboratory settings with materials composed of three sets of miniature toys, a doll, and junk materials. Each set was presented for 5 minutes and the subject's spontaneous behavior was videotaped. Additionally, a trained observer took notes when there was difficulty in interpreting the subject's pretend behavior, especially when substitute use of the materials or gestural representation occurred. After each session, the observer asked the mother about these behaviors as well as the subject's pretend use of real objects in everyday life. Seven items of data were selected as measures of the development of symbolic play such as percentage of occurrence of symbolic play, substitute object use, and other agent use; and total number of different acts and different referents in substitute object use. (Author/RH)

ED215876 SE037067

Noddings, Nel

The Use of Small Group Protocols in Analysis of Children's Arithmetical Problem Solving.

Pub Date [82]

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research; Elementary Education; *Elementary School Mathematics; Grade 5; Grade 6; *Grouping (Instructional Purposes); *Learning Theories; Mathematics Achievement; *Mathematics Instruction; *Problem Solving

Identifiers-Heuristics; *Mathematics Education Research

Strength of four-person protocols as contrasted with the clinical interview and two-person protocols are described in the following areas: identification of odd and idiosyncratic heuristics revealed through reflexive talk; generalizable results that emerge from prolonged discussion; and opportunities to study learning in small groups. The study describes discourse of fifth and sixth grade children solving arithmetical word problems in small groups without teacher intervention. It is noted that the small group working without teacher intervention seems to be a powerful learning tool. Future research will be aimed toward seeing whether small-group methods result in substantial improvement in individual problem-solving achievement. (MP)

ED215919 SO013969

Rosenzweig, Linda W., Ed.

Developmental Perspectives on the Social Studies.

National Council for the Social Studies, Washington, D.C.
Report No-ISBN-0-87986-042-1; NCSS-Bull-66
Pub Date 82
Note-112p.

Available from-National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 ($6.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizen Participation; Citizenship Education; Citizenship Responsibility; Cognitive Development; Community Cooperation; Curriculum Development; *Developmental Stages; Educational Philosophy; Educational Strategies; Elementary Secondary Education; Ethnicity; History Instruction; Legal Education; Multicultural Education; Social Science Research; *Social Studies; Teaching Methods

Identifiers-*Developmental Theory

This bulletin provides an overview of developmental theory and practice in relation to social studies instruction in K-12 curriculum. In the first of eight chapters developmental theories pertaining to teaching and learning social studies are presented. The theories of Erik Erikson, Jane Loevinger, Jean Piaget, Lawrence Kohlberg, and Robert Selman are discussed. Chapter two describes the rationale and implementation strategies for a social studies program designed to create a "just community" with 8- to 10-year olds. Chapter three summarizes cognitive developmental characteristics of typical middle-school students. It also provides activities and assignments designed specifically to meet the needs of both the concrete and beginning formal operational thinkers. Chapter four focuses on community building activities which function as an integral component of the Carnegie-Mellon civic education project. Chapter five examines the implications of developmental research in the specific context of history teaching at the secondary level. In chapter six, the hypothesis that ethnic identity develops through stages which are similar to some other developmental stages is discussed. The implications of the stages and specific instructional strategies for each stage are given. A rationale for law-related education as a part of social studies curriculum is presented in chapter seven. Chapter eight examines the developmental perspectives presented in the earlier chapters of the bulletin. Future work is proposed in three areas: the clarification of objectives, the creation of developmentally based curricula materials for K-12, and in the refinement of the rationale for developmental social education. (Author/NE)

ED215975 SP020054

Shavelson, Richard J.

One Psychologist's (Not Very Representative) View of Teachers' Decisions about Grouping Students.

Pub Date Mar 82
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability Grouping; *Academic Ability; *Academic Achievement; Classroom Techniques; Difficulty Level; Elementary Education; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; Individual Differences; Student Attitudes; *Teacher Attitudes

The use of ability variables for grouping students is pervasive in elementary schools. Teachers form these groups judgmentally, taking into account formal (e.g., test) and informal (e.g., personal observation) sources of information. Their judgments of students' abilities are reasonably accurate. Such grouping can be explained as functional on psychological grounds and can, in part, be justified pedagogically. Groups, and not individuals within them, serve as the basis for instructional planning. Teachers' plans exert an enormous influence on what happens during classroom instruction. There are, however, serious limitations attributable to grouping students on status variables: (1) Groups may serve as anchors to student progress; (2) Groups mask large individual differences among students within each group; and (3) Groups lead to prescriptions for instructional treatments and may severely limit the range of alternative groupings and treatments tried in the classroom. What is needed is further research on the link between grouping decisions based on status variables and the educational treatments received by students. Perhaps some of the complexity of deciding on appropriate groupings and treatments can be reduced by new computer hardware and courseware technology. (JD)

ED216056 UD021932

Israel, Ron, Ed.; Lamptey, Peter, Ed.

Nutrition Training Manual Catalogue for Health Professionals, Trainers and Field Workers in Developing Countries.

Education Development Center, Inc., Newton, Mass.

Spons Agency-Agency for International Development (IDCA), Washington, DC. Office of Nutrition.

Pub Date [80]

Contract No-AID-AN-2004

Note-102p.; A publication of the International Nutrition Communication Service.

Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($6.00).

Document Not Available from EDRS.

Descriptors-Agencies; *Developing Nations; Guides; *Health Education; *Instructional Materials; *Nutrition; *Nutrition Instruction; Program Implementation; Reference Materials; *Training

This annotated catalogue reviews 116 manuals (textbooks, instructional guides, curriculum modules, and course outlines) for health professionals, trainers, and field workers interested in nutrition related problems in developing countries. Works reviewed are classified according to eight categories: general nutrition; primary health care; mother and child feeding; nutrition assessment and surveillance; nutrition education; nutrition appropriate technology; nutrition rehabilitation and special deficiencies; and program management. The catalogue allows the user to identify texts and curricula appropriate to a specific topic, activity, region, target group, and language, and provides a directory of sources from which each manual can be obtained. (Author/MJL)

ED216076 UD022262

Raivetz, Mark J.; And Others

Using Multiple Measures to Evaluate the Impact of Desegregation in a Large Urban School District.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Court Litigation; *Desegregation Effects; Desegregation Methods; Elementary Secondary Education; *Intergroup Relations; Parent Attitudes; Parent Participation; *Program Effectiveness; Program Evaluation; Public Policy; *School Desegregation; Staff Development; Student Attitudes; Urban Schools; *Voluntary Desegregation

Identifiers-Emergency School Aid Act 1972; *Philadelphia School District PA

The School District of Philadelphia, Pennsylvania, was ordered by the Commonwealth Court to begin a voluntary desegregation plan in February, 1979. To support the desegregation process, the school district applied for and received grants from the Emergency School Aid Act (ESAA) to develop programs around eight basic models: pairing, enrichment, middle school alternatives, music and art programs, multilingual/multicultural programs, student concerns, child development centers, and curriculum magnets. The desegregation plan showed success on several levels. Despite a declining enrollment and the closing of some schools, the number of desegregated students and schools continued to increase. Students, teachers, and parents had positive impressions of the desegregation programs with which they were associated. Student interpersonal and intergroup relations improved significantly, and over half of the students who had been in desegregation programs for 2 years maintained or improved their national percentile ranks in reading and mathematics. As more students continue to participate in voluntary desegregation programs, the school district should increase efforts to develop more attractive programs and to create integrated environments within the desegregated schools. (Author/MJL)

ED215678 IR010137

Public Sector/Private Sector Interaction in Providing Information Services. Report to the NCLIS from the Public Sector/Private Sector Task Force.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 1 Feb 82
Note-98p.
Available from-Superintendent of Documents. U.S. Government Printing Office, Washington, DC 20402 (1982-0-365-411/577).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Decision Making; Definitions; *Federal Government; *Government Role; Guidelines; *Information Services; *Interaction; Library Role; Position Papers; *Public Policy
Identifiers-National Commission Libraries Information Science; *Private Enterprise; *Public Sector

The results of a 2-year study on the interactions between government and private sector information activities are presented in terms of principles and guidelines for federal policy to support the development and use of information resources, products, and services, and to implement the principles. Discussions address sources of conflict between the public and private sectors; the roles of private enterprise, libraries, and government in providing information; and a summary of recent policy statements to avoid or resolve conflicts of interest in information dissemination. Definitions of key terms are provided. Appended are a list of Task Force members, definitions used in previous policy statements and publications, and a list of cases illustrating the application of the principles and recommendations of the task force. An extensive bibliography is included. (RBF)

ED215701 IR010195

Cok, Mary Van Someren; And Others

All in Order: Information Systems for the Arts, Including the National Standard for Arts Information Exchange.

National Assembly of State Arts Agencies, Washington, DC.
Report No-ISBN-0-89062-132-2
Pub Date 81
Note-189p.
Available from-Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012 ($7.95 per copy, 20% discount on orders of 10 or more).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrators; Art; Computer Oriented Programs; Directories; Grants; Guidelines; *Management Information Systems; *Nonprofit Organizations; *Resource Materials; Standards; Systems Development; *Theater Arts; *Visual Arts; Word Processing
Identifiers-Mailing Lists

Published by National Assembly of State Arts Agencies as a part of a 4-year project to improve arts management and develop national systems for organizing crucial data on arts programs and resources, this manual is a comprehensive publication on information management for nonprofit arts administrators. It includes (1) explanations of manual, mechanical, and electronic information systems; and (3) the complete National Standard for Arts Information Exchange, with detailed system specifications for mailing lists, grants management systems, and eight arts resource directories for such areas as exhibitions, facilities, individual artists, organizations and sponsors. Also included are numerous illustrations, a subject index, programming notes, a history of the National Information Systems Project, and a 10-item bibliography. (Author/RAA)

ED215818 RC013319

Rowan, M.

Evaluation of the Forest Valley Outdoor Education Centre Regarding Elementary Teacher Development and Attitude Change. Section II: Results of Elementary Teacher and Principal Surveys.

North York Board of Education, Willowdale (Ontario).

Pub Date Jul 77
Note-112p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Attitudes; Attitude Change; Classroom Research; *Curriculum Development; *Educational Change; Educational Resources; Elementary Education; Faculty Development; Foreign Countries; *Outdoor Education; Principals; Questionnaires; Tables (Data); *Teacher Attitudes
Identifiers-Canada; *Forest Valley Outdoor Education Centre ON

Data are presented from a survey conducted February 1977 of special education, kindergarten, and third and fifth grade teachers (103) who visited Forest Valley Outdoor Education Centre and their principals (28) concerning their perceptions of the degree to which outdoor experience at the Centre effected alterations in the regular classroom program. The majority of the document is comprised of two sections which provide data tables (57 for teachers and 41 for principals) to illustrate results of surveys. The results section indicates that a condensation of the main response patterns of both teachers and principals can be found in another document, "Evaluation of the Forest Valley Outdoor Education Centre Regarding Elementary Teacher Development and Attitude Change, Section I - Summary of Results." Appendices include a form letter sent to teachers explaining the survey, and complete texts of the elementary teacher questionnaire and elementary principal questionnaire used in the Survey. (ERB)

ED216036 TM820198

Wisenbaker, Joseph M.; Kolstad, Andrew J.

Factors Related to Third Follow-up Survey Responses: Contractor Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Center for Education Statistics (ED), Washington, DC.
Report No-NCES-82-209
Pub Date Sep 81
Contract No-OEC-0-73-6666
Note-80p.; For related document, see TM 820 197; small print in tables.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Correlation; *Data Collection; Grade 12; *Graduate Surveys; High Schools; *Longitudinal Studies; Outcomes of Education; Responses; *Student Characteristics; Vocational Followup
Identifiers-*National Longitudinal Study High School Class 1972; *Response Rates (Questionnaires)

A third followup survey within a National Longitudinal Study (NLS) of the high school class of 1972 finds that there is little difference in group variability in survey response when considering background characteristics, while significant differences in response rates are found when considering the group patterns of response to prior instruments. Prior response is given as the most important predictor of third followup response. Meant to measure postsecondary educational and vocational activities, the survey is intended to guide federal planning and implemention of educational and career programs. The scope and purpose and descriptive statistics are presented analyzing response rates, response modes and their quality. The prediction approaches and results of the variables; a discriminate function analysis of mail and personal interview modes; and the quality of data are discussed, referring to the importance of a response payment incentive procedure. The study is meant to facilitate future data collection efforts. Appendices and tables illustrate the analysis. (CM)

ED215641 HE015023

Baker, Curtis O.

Earned Degrees Conferred: An Examination of Recent Trends.

National Center for Education Statistics (ED), Washington, DC.
Report No-NCES-81-359
Pub Date Nov 81
Note-45p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bachelors Degrees; College Graduates; Declining Enrollment; *Degrees (Academic); Doctoral Degrees; *Enrollment Trends; Females; *Higher Education; *Intellectual Disciplines; Longitudinal Studies; *Majors (Students); Males; Masters Degrees; National Surveys; Private Colleges; Professional Education; State Colleges; Trend Analysis

Identifiers-Higher Education General Information Survey

Data collected by the National Center for Education Statistics on the survey instrument "Degrees and Other Formal Awards Conferred," as part of the annual Higher Education General Information Survey are presented. The period covered by the report, 1971 through 1980, was one of considerable change for higher education. Enrollments increased to record levels, and as a result, so did the numbers of degrees awarded. The numbers of bachelor's, master's, and doctoral degrees have leveled off or declined in recent years, but the number of first-professional degrees has not yet reached a peak. All data are for the 50 states and the District of Columbia. In some charts, degree awards are listed by instructional field. The report consists of tables with four narrative sections: (1) numbers of degrees awarded by level; (2) the proportion of men and women receiving degrees at each level; (3) comparison of numbers of degrees awarded by institutional control; and (4) changes in degrees awarded by discipline division for the ten-year period. An appendix outlines the differences in instructional classifications used in 1971 and 1981. (MSE)

ED215721 JC820179

Davila, Daniel

Administrative Supports Necessary to Insure Faculty Commitment: The Learning Resources Center of Passaic County College Model for Delivering Library Services to the Faculty and Students in the Institution's External Program.

Pub Date 6 Nov 81
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Libraries; Community Colleges; *Cooperative Programs; Educational Finance; *Extension Education; Library Acquisition; *Library Cooperation; *Library Services; Program Administration; *Public Libraries; Two Year Colleges
Identifiers-*Passaic County Community College NJ

Information is provided on the library support services offered to faculty and students in Passaic County Community College's (PCCC's) External Program, which offers a variety of credit and non-credit courses at five Extension Centers located throughout the county. After introductory material, the paper describes the administration, offerings, faculty, students, and locations of the External Program, and the philosophy and services of PCCC's Learning Resources Center (LRC). The next sections discuss the relationship of the LRC and External Program and specify the resources and services available to students and faculty through a cooperative agreement with public libraries in the areas where the Extension Centers are located. Under the agreement, the LRC administers an annual allocation to participating libraries that is half of the LRC budget for books and other library materials. Participating libraries are responsible for lending library materials, providing reference services, making audio-visual equipment and films available, and receiving course-related materials. The LRC provides materials to supplement the libraries' collections, processes purchases, and assists with specialized reference. Next, the paper discusses the accessibility of resources and information to External Program faculty and students. After describing the management, personnel, and finances of the library support system, the paper concludes with a brief discussion of plans for PCCC's library services. (HB)

ED215779 PS012821

Kilbourne, Brock K.; Ginsberg, Gerald P.

Infant-Mother Vocalization Patterns: A Replication and Extension.

Pub Date Apr 82

Note-18p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention; Child Development; Comparative Analysis; *Infants; *Language Acquisition; *Language Patterns; Language Research; Longitudinal Studies; *Mothers; *Oral Language

Identifiers-Alternation (Speech); Coaction (Speech); *Vocalization

This study reports a replication of an earlier study by Kilbourne and Ginsberg (1980) which indicated the occurrence of a transition from predominantly coacting to predominantly alternating infant-mother vocalization patterns. In addition, the present study examined the modulating influences of nursing activity and mother's focus of attention upon the developmental emergence, if any, of vocal alternation. Coaction was operationalized as the occurrence, within each session, of overlapping infant-mother vocalizations. Alternation was operationalized as infant vocalization(s) occurring between the offset of the mother's initial vocalization and the onset of her next vocalization without overlap with her infant's vocalization(s). One normal male infant was observed from 10 days of age until the 22nd week of life. A 3/4 inch color television camera was employed to tape a routine cycle of activity, usually on a semi-monthly basis. Each session taped consisted of 20 minutes of filming of both play and feeding periods. Upon completion of the observation period, the video tapes were replayed and viewed by one trained observer. An Esterline Angus Event Recorder, with electric pens that were operated by finger switches, was used to code onsets and offsets of vocalizations, as well as duration of (1) all infant and mother vocalizations; (2) feeding activities; and (3) mother's attentional focus (i.e., whether she was attending primarily to her baby). In general, results from the present study replicated the results obtained in the earlier study. In both studies the performance of alternation emerged during the fourth month, suggesting a clear and apparently stable change from a predominantly coacting pattern of infant-mother vocal interactions to a predominantly alternating pattern. This stable change to alternation was not found to be an artifact of nursing activity or the mother's attentional focus. (Author/MP)

ED215799 RC013264

Garcia, Homer D. C.

Problems and Remedies in Chicano School Desegregation and Bilingual Education. Report No. 316.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Oct 81

Grant-NIE-G-80-0113

Note-38p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Attitudes; Court Litigation; *Desegregation Effects; *Desegregation Litigation; Desegregation Methods; Educational Legislation; Integration Studies; Literature Reviews; *Mexican Americans; *Outcomes of Education; Political Influences; *School Desegregation

Identifiers-*Bilingual Education Programs; Chicanos; Limited English Speaking

Chicanos have won many legal battles which have resulted in school desegregation and the establishment of bilingual education programs. Although desegregation and bilingual programs are each expected to equalize educational opportunities, the two approaches differ on how children are grouped and managed. Desegregation aims to integrate groups, whereas bilingual programs often separate students of limited English proficiency for language instruction. Although results are mixed, some studies have found important advantageous effects resulting from both desegregation and bilingual programs. Nevertheless, the courts have tended to hand down desegregation remedies which require the dispersal of national-origin students and which undermine bilingual education programs. This has often resulted in adverse effects on Chicano students and the community as a whole, and sometimes further polarized Chicano-Black relations. Survey data reveal that Chicanos support both approaches, but they are uncertain about the effectiveness of desegregation. Methods are proposed which can combine desegregation and bilingual education, whether or not a "critical mass" is maintained after Chicano student dispersal. Among these methods are that federal agencies work harder to clarify and enforce their desegregation and bilingual education guidelines and that the practical uses of survey research not be overlooked in the formation of local level educational policy. (Author/NQA)

ED215838 RC013342

Van Raalte, Robert C.; And Others

American Indian Education in Wisconsin, 1976-77: Thirtieth Annual Report. Johnson-O'Malley Program. Bulletin No. 9269.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 78

Note-137p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*American Indian Education; American Indian Reservations; American Indians; Cultural Enrichment; Curriculum Development; Educational Needs; *Educational Opportunities; Elementary Secondary Education; Extracurricular Activities; Family School Relationship; Financial Support; *Program Design; Program Effectiveness; *Program Implementation; *State Departments of Education; *Student Welfare; Study Centers; Tribes; Tutorial Programs; Workshops

Identifiers-American Indian History; *Johnson O Malley Act; Wisconsin

The annual report presents activities for the 1976-77 school year, the thirtieth year that the Johnson O'Malley Act (JOM) has provided impetus for the Wisconsin Department of Public Instruction (DPI) as a subcontractor to provide supplementary services necessary to carry out educational programs afforded Indian children in public schools. Part I provides historical background on the six tribes (Chippewa, Winnebago, Potawatomi, Oneida, Stockbridge-Munsee, and Menominee) served by DPI, along with a historical summary of the JOM Program in Wisconsin. The complete text of the State's plan for financial assistance under JOM emphasizes each program and/or project be developed with the student in mind in an attempt to meet special educational needs of each Indian child. Part II includes general statistical information on program budget, student enrollment by grade and school, and division of expenses for each school district. A narrative part summarizes goals, objectives, and anticipated developments of workshops conducted and conferences attended by JOM personnel and outlines functions of the Council on Indian Education to DPI. Part III summarizes by reservation six special program efforts (home-school coordinator, teacher aides, tutoring, special transportation, parental costs, study centers, and cultural enrichment) conducted in each school district. (ERB)

ED216015 TM820153

Shively, Joe E.

Needs Assessment Project. FY 81 Revalidation Study.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 12 Feb 82

Note-115p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Needs; Elementary Secondary Education; *Needs Assessment; Program Validation; Rating Scales; Regional Laboratories; *Regional Programs; *State Programs

Initiated in 1981 to provide an update and to reaffirm the status of educational needs of a seven-state region, a revalidation study by Appalachia Educational Laboratory was conducted. Results indicated some variations from the needs expressed at state conferences in 1980, but the revalidation showed that the importance of educational needs had not shifted extremely. The needs assessment design was implemented through state conferences to identify educational needs (1980); by determining the validity of educational needs; by developing state research and development agendas and by a long-term program agenda to refine procedures within the project cycle. Discussion includes the revalidation rationale, methodology, and use of statistical analyses. Tables of statistical results are given on a state-by-state basis. Appendices include the study participant categories, information materials used and revalidation instruments used in each state. The states in the region are Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia and West Virginia. (Author/CM)

ED215740 JC820214

Report for Florida Community Colleges, 1980-81. Part I, Statistical Tables.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.
Pub Date Mar 82
Note-154p.; For a related document, see JC 820 234.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Administrators; College Faculty; *Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Majors (Students); Program Costs; Salaries; State Colleges; State Surveys; Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education
Identifiers-*Florida

As an information aid for legislators and the public, the 22 tables in this report summarize data relevant to the academic and fiscal operations of the Florida Community College System during fiscal year 1980-81. Tables 1 through 3 detail opening Fall headcount by class, instructional program, and student entrance status; Fall headcount enrollment by age, sex, and ethnic status; and annual unduplicated headcount. Tables 4 and 5 break down full-time equivalent enrollment by term and academic discipline. Tables 6 through 8 delineate headcount enrollment in occupational, apprenticeship, developmental, and community service programs. Table 9 lists the number of credits awarded by examination and advanced placement and shows the numbers of dual enrollments and early admissions. Tables 10 and 11 present the numbers of degrees and certificates awarded and the numbers of semester hours attempted and earned. An inventory of occupational programs is presented in Table 12. Tables 13 through 15 summarize annual average salaries for faculty, department heads, administrators, and non-instructional professional personnel. Table 16 details the cost of faculty benefits. Finally, Tables 17 through 22 provide statements of revenues and receipts, educational and general expenditures, unexpended plant fund additions and expenditures, and full and direct costs of instruction and support programs. A glossary of terms follows the tables. (KL)

ED215856 RC013368

Smarte, Lynn

Empezando una Coleccion ERIC (Starting an ERIC Collection).

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Contract No-400-78-0023

Note-35p.; For related document, see RC 013 369.

Available from-ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (while supply lasts).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cost Estimates; *Databases; *Educational Resources; *Library Acquisition; Library Equipment; Library Materials; Microfiche; Online Systems; Reference Materials; *Reference Services; Research Tools

Identifiers-*ERIC

Written in Spanish, this booklet explains how to start an ERIC collection in a library or information center. Three levels of collections are described: minimal, intermediate, and complete. A minimal collection is discussed in terms of the necessary materials (Resources in Education--RIE, Current Index to Journals in Education--CIJE, Thesaurus of ERIC Descriptors), physical requirements, equipment, foreign and domestic estimated costs, and access to actual copies of RIE documents and journal articles. The ERIC microfiche collection, physical requirements, equipment, and domestic and foreign estimated costs involved in starting an intermediate collection are described. A complete collection is discussed in terms of the costs and one of its components (computer search services). Three ways an agency can offer computer access to ERIC are described: another agency runs the search, the agency contracts with a commercial vendor and runs the searches itself, or the agency purchases the ERICTAPES and runs the searches on its own computer. Directories, indexes, and other tools which can enhance any collection, and ERIC training and orientation materials are briefly described. A listing of the ERIC clearinghouses and their locations conclude the booklet. (NQA)

ED215877 SE037068

Gilbert, Kathleen; Leitz, Steven

Problem Solving Styles Among Children Working in Small Groups on Mathematical Word Problems.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Pub Date 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes; Educational Research; Elementary Education; *Elementary School Mathematics; *Group Discussion; Group Dynamics; *Grouping (Instructional Purposes); Mathematical Applications; *Problem Solving; *Student Characteristics
Identifiers-Heuristics; *Mathematics Education Research

This document focuses on four children in a small group, solving word problems aloud. Different aspects of how children in small groups approach problems were revealed; certain characteristics of their attempts to solve problems suggest a variety of questions for further research. These pupils were part of a project that involved six groups of students. The groups met once per week away from their regular classes. The pupils were instructed to take turns reading problems in each session and to write down the agreed solutions on a group answer sheet. The student discourse was recorded and coded. The discourse from the four children is presented as an initial step toward identifying what seem to be significant aspects of pupil communication, and the discussion is geared towards hypothesis-generating rather than theory-verifying. (MP)

ED215898 SE037262

Moser, James M.; Carpenter, Thomas P.

Invented Processes in Solution to Arithmetical Problems.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. cf Education (ED), Washington, DC.
Pub Date Mar 82
Grant-NIE-G-81-0009
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982). Paper prepared for the Symposium, Children's Arithmetic Beyond Counting.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Addition; *Cognitive Processes; *Educational Research; *Elementary School Mathematics; Grade 1; *Longitudinal Studies; Mathematics Education; Primary Education; *Problem Solving; Subtraction
Identifiers-*Heuristics; *Mathematics Education Research; Word Problems

The focus is on the problem-solving behaviors of primary age children on one-step verbal or story problems involving addition and subtraction. When children are given a simple word problem for which they have not learned the necessary algorithms, they are often able to derive a solution on their own. This report focuses on the child-invented processes pupils use on word problems that would normally be solved through use of an addition or subtraction algorithm. Much of the data comes from a three-year longitudinal study of about 100 first-grade pupils from one public and one parochial school in the Madison, Wisconsin area serving middle to upper-middle class neighborhoods. It was felt that invention was a rearrangement of elements into similar structures. The data suggested that instruction has a bearing upon changes in invented behavior. Thus, any characterization of children's formal or invented mathematics concepts and procedures needs to consider the role of instruction. (MP)

ED215938 SO014022

DuVall, Charles R.; Krepel, Wayne J.

A Study of Teacher Opinions and Evaluations Concerning Sponsored Materials Provided Teachers by Consumers Power Company.

Education Research of South Bend, IN.

Spons Agency-Consumers Power Co., Jackson, Mich.

Pub Date Jun 79

Note-162p.; Small print type may not reproduce clearly. For a related document, see SO 014 024.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Audiovisual Aids; *Curriculum Evaluation; Educational Research; Elementary Secondary Education; Industry; Organizations (Groups); *Teacher Attitudes

Identifiers-*Free Materials

This paper reports the results of a study which examined K-12 teachers' attitudes towards sponsored materials provided them by the Consumers Power Company of Michigan. The study was intended to add to the body of knowledge concerned with teacher assessment of sponsored materials, and to identify factors which may have an effect upon the use of the materials with their classes. Fifteen hundred questionnaires were mailed to teachers. The response rate was 66%. The classroom materials analyzed in the study included films, literature, and media kits/filmstrips. The study revealed a positive attitude toward and acceptance of the educational materials. The materials were found to have great instructional value to the users. Because of the highly favorable responses from teachers, it is believed that these materials have a place in the schools of Michigan. The conclusion, therefore, is drawn that Consumers Power Company should continue to provide these and similar materials to teachers. The questionnaire and teacher responses are included in the appendices which comprise over half the publication. (RM)

ED215957 SP019846

Gupta, Nina

The Organizational Antecedents and Consequences of Role Stress Among Teachers. Final Report.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 81
Grant-NIE-G-80-0130
Note-192p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Responsibility; Anxiety; Behavior Patterns; *Educational Environment; Educational Research; Expectation; Junior High Schools; Research Methodology; *Role Conflict; *Role Perception; Secondary School Teachers; *Stress Variables; Teacher Alienation; Teacher Attitudes; Teacher Burnout; Teacher Characteristics; Teacher Education; *Teacher Role; *Work Attitudes

This study examined the antecedents and consequences of stress encountered by junior high school teachers in their roles as organization members, with the school system as the employment setting. Chapter I presents an overview of the study and its four major objectives: (1) to determine organizational precursors of work-role stress among teachers; (2) to determine whether work-role stress produces distancing forces in teachers; (3) to examine the physiological, psychological, and behavioral consequences of work-role stress; and (4) to examine the impact of work-role stress on the effectiveness of teachers' functioning. In Chapter II, forms of role stress are identified as role conflict, role ambiguity, role overload, and role insufficiency. The environmental, organizational, interpersonal, job-related, and intrapersonal precursors of role stress are examined, and the consequences of role stress are explored. Chapter III offers discussions on sources of stress that operate specifically within a school setting. Stressors in the areas of the school environment, the school organization, and the classroom are considered. The fourth chapter describes the research design and methodology used in the study, including selection of the sample, instrument design, data collection, and analysis specification. In Chapter V, profiles of some teachers under high and low stress are presented, and an analysis is given of the circumstances in their lives and work environments that contribute to the stress they exhibit. Chapter VI offers discussions on methodological and substantive issues that emerged from the study. Chapter VII presents implications of the study for school administrators, teachers, and teacher educators, and the eighth chapter summarizes the study. References and some materials used in the study are appended. (JD)

ED215976 SP020055

Putnam, Joyce G.

Planning for a Classroom Learning Community and the Implications for Teacher Education.

Pub Date Mar 82

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Environment; Classroom Techniques; *Cooperative Planning; *Decision Making; Elementary Education; Ethnography; *Group Dynamics; Helping Relationship; Heterogeneous Grouping; Individual Development; *Student Teacher Relationship; Teacher Education; Teacher Effectiveness; *Teaching Methods

A year-long case study was made of an elementary school teacher and her first and second grade students in a classroom considered typical of a learning community, an environment that emphasizes collaborative planning between teacher and students. Three aspects of planning were found directly related to this sort of collaboration. First, the teacher reflected upon what she knew about her students, individual and group responsibility objectives, content objectives, and resources. Second, the teacher and pupils planned objectives and activities together. Third, the teacher considered the probability of individual student success. Other key learning community characteristics identified from this study were task and objective monitoring systems, heterogeneous grouping, individual responsibility, and group responsibility for learning. The teacher was conscious of her belief that the primary function of schooling was personal responsibility (evidenced by academic learning) and social responsibility (evidenced by students helping others to learn). The teacher used information gained during collaborative planning sessions to help determine actual objectives for individual pupils. A description is presented of the teacher's mental assessment and planning prior to the collaborative planning sessions, the teacher and pupil collaborative planning sessions, and a study episode which resulted from the planning. Implications of and suggestions from this study for teacher educations are discussed. (JD)

ED215995 SP020147

Dormant, Diane; Byers, Kathy

Facilitating Educational Change. Training Workshop. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date May 81
Grant-G00781840
Note-94p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Change Agents; Educational Change; Elementary Secondary Education; Group Instruction; *Inservice Teacher Education; Professional Continuing Education; *School Personnel; Staff Development; Teacher Educator Education; *Teacher Educators; *Training Methods; *Workshops

Workshop activities and materials designed to provide school personnel trainers with an organizing system, analytical skills, and strategies to increase training effectiveness are provided in five modules. The workshop is based on change agent principles and can be adapted to fit different situations. The introduction explains the workshop design, suggests methods of effective workshop planning, and discusses workshop evaluation. The five modules are presented, each with objectives, estimates of total time, suggested lecture content, and instructions for activities. The first module gives an overview of the model's four elements: adopters (the target population), blackbox (innovative technique or skill), change agent (the trainer), and domain (total environment). The second training module discusses working with the target population. In the third module, strategies for implementing the innovation are explored, and the fourth module reviews the roles and influence of the change agent or trainer. The fifth module examines the nature of the learning environment in which change is to occur. Masters for transparencies and worksheets for activities are provided for each module, and a list of 22 references is appended. Also included are short amd long term evaluation forms, a group introductory activity, and brief considerations for change agents. (FG)

ED216057 UD022055

Iwanicki, Edward F.; Gable, Robert K.
Hartford Project Concern Program. Final Evaluation Report, 1980-1981.
Spons Agency-Hartford Public Schools, Conn.
Pub Date Aug 81
Note-131p.; Some tables may be marginally legible due to small size type on original document.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Compensatory Education; *Criteria; Educationally Disadvantaged; Elementary Education; *Eligibility; *Mathematics Achievement; *Program Effectiveness; *Reading Achievement; Student Attitudes; Student Characteristics
Identifiers-Elementary Secondary Education Act Title I; *Hartford Public Schools CT; State Act for Disadvantaged Children (Connecticut)

This report evaluates Project Concern, a compensatory education program of the Hartford, Connecticut public schools, funded by Title I of the Elementary and Secondary Education Act, the State Act for Disadvantaged Children (SADC), and local compensatory education funds. The report analyzes participant selection procedures, describes program participants, and examines program impacts for 1980-81. Achievement levels of Project Concern students, compensatory education students in Hartford Title I validated schools, and students in the general Hartford district are compared. The following findings are presented: 1) the random student selection process initiated in 1966 evolved into a parent volunteer procedure in 1980-81; 2) academic achievement levels of program entrants between 1977 and 1980 appeared high relative to Federal and State compensatory education participant selection guidelines and were higher than the levels of other Hartford Title I students; 3) reading and mathematics achievement gains after Project Concern participation were higher in some grades and lower in other grades as compared to achievement gains of general Hartford school students and of Title I students; and 4) school attitudes of Project Concern participants were positive. It is recommended that changes in the nature, goals, and selection procedures of Project Concern be considered, and that past program budgets be reviewed for consistency with funding source regulations. (MJL)

ED215658 HE015104

McMahon, Walter W., Ed.; Geske, Terry G., Ed.
Financing Education: Overcoming Inefficiency and Inequity.
Report No-ISBN-0-252-00940-1; ISBN-0-252-00941-X
Pub Date 82
Note-355p.
Available from-University of Illinois Press, Urbana, IL ($18.95 cloth copy; $8.95 paper copy).
Document Not Available from EDRS.
Descriptors-*Access to Education; Accountability; Budgeting; *College Planning; Community Colleges; *Cost Effectiveness; Economic Factors; Educational Assessment; Educational Benefits; Educational Economics; *Educational Finance; Educational Opportunities; *Equal Education; Evaluation Criteria; Expenditures; Government Role; Government School Relationship; Higher Education; Human Capital; Political Influences; Productivity; *Public Policy; Relevance (Education); Resource Allocation; School Taxes; State Colleges

Fiscal inefficiency in education is addressed in this book and ideas for achieving increased efficiency while more effectively using resources to maintain reasonable equality of opportunity in higher education are examined. Fourteen articles and authors that consider social efficiency, equity, and policy implications are as follows: "Efficiency and Equity Criteria for Educational Budgeting and Finance" (Walter W. McMahon); "Human Capital Approaches in Organizing and Paying for Education" (Theodore W. Schultz); "Household Production of Human Capital: Time Uses of Parents and Children as Inputs" (Charles S. Benson); "Productivity and Cost Effectiveness as Financing Criteria" (Richard A. Rossmiller); "Efficiency in Educational Finance: The Classroom Perspective" (J. Alan Thomas, Frances Kemmerer, and David H. Monk); "Measuring Non-monetary Benefits of Education: A Survey" (Robert T. Michael); "The Monetary Returns to Education as Partial Social Efficiency Criteria" (Walter W. McMahon and Alan P. Wagner); "Concepts of Equity" (Kern Alexander); "Equity and Higher Education Finance: The Case of Community Colleges" (Susan C. Nelson); "The Search for Equity in School Finance" (Stephen J. Carroll); "Shifting Sources of Financing Education and the Taxpayer Revolt" (John F. Due); "Combining Efficiency and Equity: Optimization of Resource Allocation in State School Systems" (Elchanan Cohn); "State and Federal Pressures for Equity and Efficiency in Education Financing" (Allan Odden); and "Educational Finance: Research Findings and Policy Implications" (Terry G. Geske). (SW)

ED215679 IR010142

Beazley, Richard M.

Library Statistics of Colleges and Universities, 1979 Institutional Data.

National Center for Education Statistics (ED), Washington, DC.
Pub Date Oct 81
Note-187p.; For related documents, see ED 127 920-921. Tables contain small print.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Libraries; Higher Education; Library Circulation; *Library Collections; *Library Expenditures; *Library Personnel; Library Surveys; National Surveys; Salaries; Tables (Data)
Identifiers-*Library Statistics

Based on data gathered in a survey of college and university libraries which was part of the Higher Education General Information Survey conducted by the National Center for Education Statistics, this report provides highlights of the findings and brief discussions with tables summarizing data on collections, transactions, expenditures, library staff, library staff salaries, and management data. Appendices include a description of the survey methodology, technical notes on microform acquisitions and holdings, and a list of joint libraries and member institutions. The bulk of the report comprises three tables providing statistics on U.S. college and university libraries: (1) number of volumes in collections by state or other area and institution for 1978 to 1979 and fall 1979; (2) library operating expenditures, by category of expenditures and by state or other area and institution, for 1978 to 1979; and (3) indexes on operating expenditures for 1978 to 1979, bookstock held at the end of 1978 to 1979, and library staff as of fall 1979. (RBF)

ED215702 IR010196

Presberry, Rosa, Comp.

Building Library Media Collections: A Bibliography.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Pub Date 81
Note-60p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies; *Educational Media; *Educational Resources; Elementary Secondary Education; Learning Resources Centers; *Library Material Selection; *Reference Materials; School Libraries
Identifiers-*Maryland; Reviewing Sources; *Selection Tools

This bibliography of media selection tools lists review and evaluation sources published primarily since 1975 to assist school systems in locating and selecting library materials for students. The first of four sections provides a comprehensive alphabetical listing by title which includes publisher and price, as well as a brief annotation, for each item. The second section groups the sources into 15 subject categories: art, computers, consumer education, early childhood, foreign language,

gifted and talented, health/physical education/safety/sports, language arts, mathematics, multicultural education, music, science, sex equity, social studies, and the special child. The small list of reference sources in the third section, which is divided by school levels, is considered as a bare minimum for building library media center collections at the individual school level. The final section is a directory of publishers. (RAA)

ED215759 PS012788

Wakaba, Yoko Y.

Development of Pointing in the First Two Years.

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

Report No-RIEEC-RRB-18

Pub Date Nov 81

Note-53p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavior Development; Communication Research; *Developmental Stages; Foreign Countries; *Infant Behavior; *Interaction; Longitudinal Studies; *Mothers; *Nonverbal Communication; Videotape Recordings

Identifiers-Japan; *Pointing Behavior

Many studies using questionnaires and observational methods to collect information on the pointing gesture in infants have recently been performed. However, no study based on long-term observation is presently available that deals with the appearance and development of pointing as an interaction between mothers and their children. Therefore, this longitudinal study was initiated to observe the development of pointing in infants during their first two years. Four Japanese infants (two males and two females) and their mothers were videotaped while playing with certain toys commonly given to Japanese infants. These videotaped sessions took place 15 minutes once a month from the time the infants were 3 to 24 months of age. (In order to provide supplementary data, play interaction between two of the infants and their mothers was also videotaped when the infants were 1 and 2 months old.) Results are reported and discussed in terms of (1) the development, emergence, and function of pointing behavior and (2) behavior related to the emergence of pointing. Specifically examined were the relationship between pointing and emergence of searching behavior with interposed visual representation, eye pointing and the development of infants' capacity to approach interesting objects, and the conditions necessary for the emergence of pointing behavior. Tables and figures summarizing and illustrating the study's results conclude the document. (MP)

ED215819 RC013320

Phillips, Jan

Backpack Cookery. Instructor Manual: Outdoor Living Skills Series.

Missouri Dept. of Conservation, Jefferson City.; Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Pub Date 82

Note-72p.; For related document, see ED 180 682.

Available from-Missouri Dept. of Conservation, P. O. Box 180, Jefferson City, MO 65102 ($3.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Camping; *Cooking Instruction; Cooperation; Cost Effectiveness; Equipment; Ethical Instruction; *Experiential Learning; Food; Glossaries; Group Activities; *Learning Activities; *Outdoor Education; Planning; Purchasing; Safety Education; Secondary Education; *Skill Development; Units of Study

Identifiers-*Backpacking; Menu Planning; Missouri; *Recipes (Food)

The material on backpack cookery has been written with the classroom teacher in mind, but it can be adapted by camp leaders, 4-H clubs, scouting organizations, and other youth groups. Basic instructions in planning and preparing meals for the backpacking trip are given, along with a discussion on traveling light and a list of essential and "convenience" cooking equipment. Considerations of safety and ethics in camping and eating in the outdoors are covered. Included in the module are: lesson plans for five 50-minute classes, entitled Meal Planning, Preparation for Food Buying (to organize for comparative shopping), Comparative Shopping, Cost Analysis (to determine the best store for purchasing food for the trip), and Precamp Preparations (to continue practical preparations and emphasize the importance of group participation and cooperation); recipes suitable for use on a backpacking trip, such as marmalade, deviled ham salad, wild rice and chicken to be made while on the trip and walnut sticks, oatmeal carmelites, zucchini bread to be prepared before the trip; an index to the recipes; a glossary; a 13-source bibliography; and five appendices (Menu Suggestion Sheet, Menu Planning Sheet, Shopper's Guide Sheet, Checklist for Overnight Backpacking, and a Suggested Written Examination). (Author/LC)

ED216077 UD022263

Widgery, Robin N.

Neighborhood Integration: Racial Differences among Social Psychological Indicators.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date Apr 82

Note-20p.; Paper presented at the Annual Meeting of the Urban Affairs Association (Philadelphia, PA, April 15-16, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks; Community Attitudes; *Community Characteristics; *Community Satisfaction; Individual Characteristics; *Neighborhood Integration; *Neighborhoods; Predictor Variables; Quality of Life; *Racial Distribution; Whites

Identifiers-Michigan (Flint)

Research in 37 neighborhoods in Flint, Michigan, investigated the association between the extent of racial integration in a neighborhood and residents' satisfaction with, awareness of, and attitudes toward various aspects of neighborhood and community life. The influence of demographic factors was also examined. The degree of neighborhood integration was determined by the proportion of blacks to whites in a neighborhood. The most important predictors of degree of neighborhood integration were found to be residents' satisfaction with the neighborhood, with race relations, with safety services, and with the economic climate; residents' income level; and degree of religious involvement. Findings indicated that whites became less satisfied as the black population in the neighborhood increased, and blacks were not satisfied in predominantly white neighborhoods. Moreover, blacks in black neighborhoods exhibited higher levels of satisfaction than blacks in other neighborhoods on such dimensions as race relations, neighbors, the economic climate, educational system, and the Flint area as a whole. (Author/MJL)

ED215642 HE015025

Sweeney, Robert D., Comp.

Raising Money Through Gift Clubs: A Survey of Techniques at 42 Institutions.

Council for the Advancement and Support of Education, Washington, D.C.
Report No-ISBN-0-89964-191-1
Pub Date 82
Note-76p.
Available from-CASE Publication Order Department, Box 298, Alexandria, VA 22313 ($16.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alumni; Case Studies; *Financial Support; *Fund Raising; Higher Education; *Incentives; Institutional Characteristics; *Motivation Techniques; *Organizations (Groups); *Private Colleges; Proprietary Schools; Rewards; School Surveys
Identifiers-*Gift Clubs

The way that 42 private schools, colleges, and universities use gift clubs to motivate donors is examined. Based on a nationwide survey, information is presented on the clubs' origins, requirements for membership, methods of enlisting new members, and ways of encouraging current members to increase gifts. Attention is also directed to the clubs' internal structures, programs, and activities, benefits to members, and approximate costs. The top programs are shown to share one common denominator: all have significant prestige among their own constituents. They accomplish this by making the program a priority, with first-class programming and a thorough, detailed approach. Some strategies the surveyed institutions find particularly effective are: (1) motivation techniques such as stepping stones within a gift society or societies representing different levels of giving; (2) providing members of preferential treatment, such as free parking, free admission to campus events, and use of school facilities, which please members while costing the institution little or nothing; (3) enlisting gift society members' help, both as volunteer leaders and as personal recruiters for the club; (4) persuading trustees or others to pick up the tab for dinners and other events honoring gift society members; (5) combining personalized direct mail solicitation with telephone and/or personal contact; and (6) focusing major giving efforts around reunion classes, with the class chairperson and other volunteers contributing much of the energy behind the drive. Profiles of the 42 institutions' clubs are given, and two articles and authors tell how to build a gift club program: "The Gift of Belonging: Building a Program for Priority Prospects," David C. Ferner and "Building Gift Club Membership," Robert D. Sweeney. (SW)

Mayo, Donald S., Ed.
Focus on Bilingual Education.
Chabot Coll., Hayward, Calif.
Pub Date 82
Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education; *Bilingualism; *Bilingual Teacher Aides; Cambodians; Community Colleges; Cubans; English (Second Language); Hispanic Americans; *Immigrants; Indochinese; Language Maintenance; Laotians; Program Descriptions; Refugees; Second Language Instruction; Second Language Learning; Two Year Colleges; Vietnamese People
Identifiers-*California

This collection of essays focuses on issues in bilingual education. First, Elizabeth Flynn examines different kinds of bilingual programs; efforts made towards cultural pluralism in a number of countries; national benefits to be derived from bilingualism; the needs of American ethnic groups, new immigrants, and foreign students; and the pros and cons of bilingual instruction as an alternative to foreign language instruction. Next, Alma Flor Ada presents a humanistic view of language as an aspect of individual and social identity, demonstrating the psychological ties of first language, its role in cognitive development, and the value of maintaining an oral tradition while encouraging literacy. Then, Gabriela Pisano examines training programs for bilingual/bicultural teacher aides in California's community colleges and their articulation with 4-year college programs; cites three major program modes currently in existence; and emphasizes the need for uniformity in program development. Next, Donald Scott considers the impact of Southern Asian immigration on California community colleges and the special problems faced by these groups. He discusses the staffing, teaching and training methods used within English as a Second Language programs that can facilitate immigrants' transition into American life. Finally, a historical perspective on bilingual education is provied by Hilda Hernandez, who reviews the experience of German and Cuban immigrants. (KL)

ED215780 PS012822

Segal, Marilyn; Adcock, Don

The Value of Pretending.

Pub Date [82]
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes; *Coping; Early Childhood Education; Imagination; Parent Child Relationship; *Parent Role; *Pretend Play; *Psychological Needs; *Young Children

By participating in their children's imaginative play or pretending, parents may be able to understand better their children's feelings, resolve parent-child conflicts, communicate parental values, and build parent-child relationships based on mutual respect. Many people seem to believe that pretending appears automatically in young children, that it represents a way to escape reality, and that it is easy. These beliefs are false. Far from being a retreat from reality, imaginative play is a crucial mechanism by which children survive the onslaught of new information. Pretending is an essentially social, learned skill by which children cope with reality. For children between the ages of 2 and 6, imaginative play is a major vehicle for developing social and language skills as well as an understanding of personal relationships. Pretending helps children recognize the dimensions of new facts they have discovered about life, some of which are exciting, some frightening. It is a form of thinking that helps children deal with the complex and difficult intellectual task of distinguishing between the real and the imaginary. Recent research indicates that high levels of pretending are associated with cooperativeness, self control, and intelligence. This research also demonstrates that helping children elaborate their pretending has the effect of increasing their social, emotional, and intellectual development. (Author/RH)

ED215800 RC013265

Garcia, Homer D. C.

Bilingualism, Confidence, and College Achievement. Report No. 318.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Nov 81
Grant-NIE-G-80-0113
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; *Aspiration; Bilingualism; *College Students; Family Income; *Family Influence; Language Fluency; Locus of Control; Mexican Americans; *Psychological Characteristics; Self Esteem; Spanish Speaking
Identifiers-*Chicanos; *Cultural Maintenance; Texas

In 1977, an exploratory survey examined the relative effects of family and offspring cultural maintenance upon offspring psychological characteristics and college achievement, using the responses of 1,573 Chicano college students from Texas to a mailed questionnaire. The hypothesis was that holding family income constant, high family Spanish usage and/or high offspring Spanish fluency would result in higher offspring self-esteem, more ambitious socioeconomic plans, greater assuredness of achieving such plans, greater locus of control, and higher grades in college. A 41-page exploratory multipurpose questionnaire was developed to obtain data on the subjects' family income, Spanish usage in the home, Spanish fluency, self-esteem, educational and income plans, assuredness of achieving plans, locus of control, and college grade-point average. Respondents ranged from 17 to 62 years of age, with the median age of 22. Path analysis data revealed that high family Spanish usage yielded both negative direct effects and positive indirect effects on the psychological and achievenent characteristics of the offspring. The negative effects were partially offset or sometimes reversed when such homes promoted the bilingualism of children. However, it was an offspring's bilingualism which was a more consistent and stronger determiner in the production of positive effects. (NQA)

ED215878 SE037069

Tamir, Pinchas; Amir, Ruth

Curriculum Evaluation by Its Consumers: The Israel High School Science Case.

Pub Date [82]

Note-46p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; *Biology; Chemistry; *College Science; Foreign Countries; Higher Education; Physics; Science Curriculum; Science Education; Science Interests; Secondary Education; *Secondary School Science; Student Attitudes; *Student Reaction

Identifiers-*Israel; *Science Education Research

This study, an extension of previous studies, compared the views of freshmen college biology, chemistry, and physics students (N=229) with those of high school seniors (N=437), focusing on: (1) interest in different high school topics; (2) nature of high school laboratory experiences; (3) use of innovative instructional strategies in high school; (4) attitudes toward components of the matriculation examination; (5) suggestions regarding changes in high school science studies; (6) perceptions (college) and expectations (high school) of the contributions of high school experiences to studies in college; (7) relationships between nature of high school experiences and perceived help in college studies; and (8) relationship between self-reported perceptions and actual levels of retention of knowledge and achievements in college biology. Results show, in general, a high level of agreement between responses of high school and university students. High school biology came out as significantly more inquiry-oriented, incorporating more laboratory work and perceived as more helpful than either chemistry or physics in the study of the perspective science in the university. It was demonstrated that the nature of high school experience does exert significant effects on the learning of and achievement in science at the university. (Author/SK)

ED215920 SO013974

Otero, George, G., Jr., Comp.

Teaching about Population Growth.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.
Pub Date Mar 81
Note-114p.; Pages containing small and broken print type may not reproduce clearly.

Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($8.95, plus $2.00 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Demography; Elementary Secondary Education; Geographic Concepts; Learning Activities; Population Distribution; *Population Education; *Population Growth; Population Trends; Pretests Posttests; Teaching Guides

This teaching guide contains 20 activities on population growth for students in grades 6-12. The purpose is to help students gain the skills, knowledge, and understanding of population dynamics so that they can make rational decisions and take responsible action regarding population matters and public policy. Activities are organized around the population dynamics of growth, size, density, and distribution as well as demography. Each activity is based on an assumption. For example, "World Population Data Sheet" proves that the earth's human population is distributed unevenly over the earth's surface. Other assumptions are: the earth is a finite system; population is a group of organisms limited in time and space; specific factors determine the size and makeup of a population; desired population size depends on people's wants and expectations; world population is growing rapidly because of a reduction in the death rate; organisms need specific external resources to support life and they require space; and population is a major factor in human/environmental interactions. Each activity contains an introduction and a list of objectives. It includes information about grade level, time required, and materials needed. The procedure to follow is explained and ideas are given to evaluate the performance of students. There are handout and supplementary materials. A pretest/posttest is provided. (Author/NE)

ED216016 TM820158

Annual Evaluation Report of Federally-Funded Educational Programs, FY 1981.

Oklahoma State Dept. of Education, Oklahoma City. State-Federal Programs Div.
Pub Date Dec 81
Note-135p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Educational Objectives; Elementary Secondary Education; *Federal Programs; *Federal State Relationship; Program Effectiveness; *Program Evaluation
Identifiers-*Oklahoma

This summary evaluation report is designed to (1) give an indication of how the state achieves the goals of Federal programs; (2) increase understanding of various Federal programs; and (3) show the degree of achievement of the goals of the State-Federal Programs Division. The following programs are described: Adult Basic Education; Basic Skills Improvement; Career Education; Compensatory Education; Dissemination Capacity Building; Educational Improvement, Resources, and Support; Educational Services for Cuban and Haitian Entrant Children; Featherfoot: The Oklahoma Challenge; Gifted and Talented Education; Human Relations; Indian Education; K-12 Traffic Safety Education; Oklahoma Cultural Understanding Project; Oklahoma School/Community Network for Arts in Education; School Bus Driver Training Program; School Lunch Section; School Plant Services Section; Special Education Programs and Projects; State Leadership; and Transition Program for Refugee Children. Each brief evaluation report contains information on the program's purpose, State allocation of Federal funds, program scope, representative objectives, evidence of program effectiveness, and involvement and dissemination activities. (BW)

ED216037 TM820199

Shepard, Lorrie; Smith, Mary Lee

Evaluation of the Identification of Perceptual-Communicative Disorders in Colorado. Final Report.

Colorado Univ., Boulder. Lab. of Educational Research.
Pub Date 20 Feb 81
Note-285p.; Pages 238-41 are marginally legible.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Clinical Diagnosis; Cost Effectiveness; Due Process; Elementary Education; Federal State Relationship; *Handicap Identification; Informal Assessment; *Learning Disabilities; *Program Evaluation; Screening Tests; Testing Problems
Identifiers-*Colorado; *Perceptual Communicative Disorders

This study evaluated the procedures and results of the identification of children with Perceptual-Communicative Disorders (PCD) in Colorado. The process of identification includes referral, assessment, staffing and placement. The number of children identified as PCD by current procedures is large and growing. Variations in the prevalence of PCD among units and across years suggest the existence of local patterns in identification, and reflect the fact that PCD is an ambiguous diagnosis. Colorado's definition of PCD is conceptually similar to the federal definition of specific learning disabilities, characterized by a significant discrepancy between ability and achievement, attribution of the cause of the discrepancy to a processing disorder, and exclusion of other causes for poor achievement. During assessment, the typical child is given 6.6 tests plus several informal assessments by an average of 7.6 professionals. Of the 18 most frequently used tests, only five are adequate. Between 59 percent and 74 percent of pupils identified as PCD do not match the legal definitions. These identification procedures do satisfy state and federal requirements, but it costs almost as much to identify a child as PCD as it does to treat him or her for a year. (Author/EW)

ED215680 IR010143

O'Neill, Edward T.; Aluri, Rao

A Method for Correcting Typographical Errors in Subject Headings in OCLC Records. Research Report.

OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Report No-OCLC/OPR/RR-80/3
Pub Date 15 Oct 80
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algorithms; *Cataloging; Databases; Information Retrieval; *Online Systems; *Subject Index Terms
Identifiers-*Authority Files; *Error Detection; Library of Congress Subject Headings; OCLC

The error-correcting algorithm described was constructed to examine subject headings in online catalog records for common errors such as omission, addition, substitution, and transposition errors, and to make needed changes. Essentially, the algorithm searches the authority file for a record whose primary key exactly matches the test key. If an exact match is not found, the algorithm identifies records in the authority file, first with the same initial characters, or if that is unsuccessful, with similar endings. The heading is then examined to see if by making simple changes, it can be modified to match a valid record in the authority file. If no match can be found, even after modification, it is then assumed that the heading is one of questionable validity--being either a valid heading with no corresponding record in the author file or an invalid heading containing extensive errors. The algorithm separates the subject headings into groups of valid headings, corrected headings, and questionable headings that require manual examination. Provided are one table, five figures, and 21 references. (Author/RBF)

ED215703 IR010197

Block, David

Emerging Personnel Requirements in Academic Libraries as Reflected in Recent Position Announcements.

Pub Date [80]
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Libraries; *Administrators; *Employment Patterns; Higher Education; *Librarians; Library Personnel; *Occupational Information; *Personnel Needs; Recruitment; Statistical Analysis

This study of the personnel requirements and hiring patterns of academic libraries draws on data collected from academic library position announcements issued nationwide during the fourth quarter of 1980. Data on 224 announcements were analyzed using the Statistical Package for the Social Sciences, and the resulting statistics are interpreted as a means of describing facets of the contemporary job market--its positions and salaries, geographical distribution, and required skills for technical services, public services, administrative, and other positions. Traditional positions, principally in cataloging and reference, account for the majority of the listings, and requested skills in the physical sciences, business, mathematics, and computer applications were found to be conspicuous by their absence. Six tables display the data discussed in the report, and eight references are listed. (RAA)

ED215741 JC820215

Rinehart, Richard L., Ed.

Collegial Environment Vitality.

New York State Association of Two-Year Colleges, Inc.
Pub Date Apr 82
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrators; *College Faculty; *Community Colleges; Faculty Advisers; *Faculty Development; Full Time Faculty; *Instructional Innovation; Organizational Development; Part Time Faculty; Program Descriptions; Retrenchment; School Holding Power; Student Attitudes; Teacher Attitudes; *Teacher Morale; Two Year Colleges
Identifiers-*New York

The Commission on Instruction of the New York State Association of Two-Year Colleges sponsored a competition which solicited papers on exemplary practices and procedures that improve the spirit of vitality and morale in two-year colleges. This special journal issue includes the brief papers accepted for the competition. After Richard L. Rinehart's introduction, Judith Byman and others discuss methods adopted at Monroe Community College to deal with retrenchment and declining faculty morale. Next, Dennis Callas outlines five factors necessary for improving the process of instructional strategy selection. Then, Frances C. D'Amico and Roberta S. Rosenbaum present information on Queensborough Community College's (QCC's) faculty advisement program designed to increase student retention. After articles by Barbara Davis on Onondaga Community College's faculty colloquium series on topics of current interest and by Imgard F. Karle on QCC's faculty development program, Willard Keane outlines an organizational development approach to stress management among administrators. Next, Arthur S. Oblas discusses faculty strategies for overcoming student passivity and self-defeating games. After Mark Peel's description of Delhi College's professional development grants program, Sally Walters focuses on efforts of the College of the Finger Lakes to promote college services and integrate part-time faculty and students into the fabric of the school. Finally, Mark Peel discusses ways of dealing with faculty and administrator anxiety. (HB)

Philbrick, Roger
American Indian Education in Wisconsin: A Report.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Pub Date Sep 75
Note-59p.; Submitted to the Education and Employment Committee of the Native American Project as sponsored by Governor Patrick Lucey's Equal Rights Council.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indian Education; *Committees; Cultural Enrichment; Curriculum Evaluation; *Educational Assessment; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Legislation; School Districts; Self Determination; State Departments of Education; Tribes
Identifiers-*Council on Indian Education WI; State Tribal Relationship; *Wisconsin

In spring 1973 the State of Wisconsin mandated the Council on Indian Education in an effort to involve Indian people, not only as advisors but as a working committee, to assess and promote quality Indian educational opportunities. Objectives outlined at the first meeting included collecting information from state agencies concerning Native Americans; disseminating program information to the public; determining responsiveness of state agencies; compiling recommendations to Wisconsin's Equal Rights Council for proposed legislation; recommending improved quality of education and equal employment for Native Americans; and recognizing Native American individual rights and tribal self-determination. Limitations experienced by the Council included. Indian involvement, personnel selection, non-support of educators and public officials; lack of community support and public schools; understanding of tribes and local Indian education committees; and little communication among Council members. The Council submitted 18 recommendations, of which 4 were prioritized. They recommended continuing research of Indian educational needs; improving and enriching educational efforts in the state by teaching Indian history and culture; requesting from state agencies how Indian education can be improved and supplemented through ongoing program efforts; and designing legislation to upgrade the quality of education for American Indians in Wisconsin. Appendices include meeting minutes, budget requests, and handouts. (ERB)

ERIC Enfocado (All About ERIC).

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-78-0023
Note-46p.; For related document, see RC 013 368.
Available from-ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (while supply lasts).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Aids; Clearinghouses; *Databases; Educational Resources; Information Retrieval; *Information Systems; Instructional Materials; *Online Systems; Reference Materials; *Reference Services; Research Tools; *Search Strategies
Identifiers-*ERIC

Written in Spanish, this booklet describes the ERIC (Educational Resources Information Center) system, who uses ERIC and why, and how to use ERIC. Brief descriptions of the 16 clearinghouses and the services of the ERIC Processing and Reference Facility, ERIC Document Reproduction Service, Oryx Press, and the U. S. Government Printing Office are provided, along with their full addresses and telephone numbers. Following a discussion of the three basic reference tools which are used to locate information in the ERIC data base--Resources in Education (RIE), Current Index to Journals in Education (CIJE), and the Thesaurus of ERIC Descriptors--are step-by-step examples of a manual search and a computer search. How to obtain copies of documents and articles cited in RIE and CIJE, and how to submit materials to the ERIC data base are discussed. A copy of the Reproduction Release form, which grants ERIC permission to reproduce and disseminate the document, is included. Other print and micrographic products to facilitate user awareness of and access to information in the ERIC data base are grouped according to the organization from which they are available and briefly described. Order forms for each organization conclude the booklet. (NQA)

ED215899 SE037266

Chi, Michelene T. H.; And Others

Expertise in Problem Solving.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Naval Research, Arlington, Va.

Report No-LRDC-1981/3

Pub Date 81

Grant-N00014-78-C-0375; NR-157-421

Note-125p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Artificial Intelligence; Cognitive Processes; *College Science; Higher Education; *Intelligence; *Knowledge Level; Models; *Physics; *Problem Solving; Science Education

Identifiers-*Science Education Research

Based on the premise that the quality of domain-specific knowledge is the main determinant of expertise in that domain, an examination was made of the shift from considering general, domain-independent skills and procedures, in both cognitive psychology and artificial intelligence, to the study of the knowledge base. Empirical findings and theoretical models of research in physics problem-solving are detailed and summarized, followed by eight empirical studies indicating in general, the importance of differences in the knowledge bases of experts and of novices to their problem-solving success. Specifically, they show that: (1) it is difficult to use protocols of problem-solving episodes to illuminate the differences in the knowledge bases of experts and novices; (2) experts and novices perceive the problems themselves differently (novices respond to surface features of a problem while experts respond to its deep structure); (3) less successful novices have deficiencies in their declarative knowledge of physics; (4) novices tend to lack knowledge of when to use certain physics knowledge; and (5) deficiencies in knowledge appear to prevent novices at times from making key inferences for solving problems. These results and their implications for theories of intelligence are then discussed. (Author/JN)

ED215900 SE037267

Townsend, Robert D., Comp.

Anaerobic Digestion. Selected Instructional Activities and References.

ED215939 SO014023

Collins, H. Thomas; Zakariya, Sally Banks

Getting Started in Global Education: A Primer for Principals and Teachers.

National Association of Elementary School Principals, Arlington, VA.
Spons Agency-Office of International Education (ED), Washington, DC.
Pub Date 82
Note-28p.
Available from-National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 ($4.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development; Educational Needs; Educational Objectives; Elementary Secondary Education; *Global Approach; Position Papers; Professional Associations; Research Utilization; Resource Materials; *Social Studies

The articles and background information in this publication will be useful to K-12 principals and teachers interested in starting a global education program. The material presented is drawn from a variety of sources, including "Principals," the journal of the National Association of Elementary School Principals, from which a number of articles included are reprinted. Goals and objectives in global education are discussed and outlined. The need for a global perspective on citizenship is presented. What research says about where to teach global education is examined. For example, research strongly suggests that schools should begin emphasizing a global perspective during the elementary school years. Also, recent research asserts that the period from age 7 to 12 is optimal both for education directed toward attitudinal objectives and for openness about the world. One article answers some commonly asked questions about global education--e.g. How can I tell if what we're doing now is global education?, and Doesn't global education mean increased costs? Position statements on global education from educational organizations are provided in another article. The publication concludes with a bibliography of resource materials in global education. (RM)

ED215977 SP020058

Ade, William

A Study of Relationships Between Teacher Characteristics and Congruity, Incongruity, and Inconsistency with Policy Positions of Teachers Organizations.

Pub Date Apr 82
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; *Educational Policy; Elementary Education; Elementary School Teachers; Group Membership; Sociometric Techniques; *Teacher Associations; *Teacher Attitudes; *Teacher Characteristics; Teacher Militancy; Teacher Participation; Unions

A study of 107 Illinois elementary school teachers who were enrolled in graduate courses investigated the relationship between teacher characteristics and congruity, incongruity, and inconsistency with the policies of two teacher associations. The teacher characteristics consisted of age, educational attainment, interest in politics, membership in the National Education Association (NEA) or the American Federation of Teachers (AFT), and level of participation in organization activities. Twelve policy issues were selected from a review of NEA and AFT materials published during the last ten years. Two survey instruments were used to identify the teacher characteristics and to explore the teachers' positions on the 12 issues. Each issue was represented by a set of two responses, one of which reflected an organization position, while the other contradicted that position. Teachers' responses to the policy statements were categorized as congruent, incongruent, or inconsistent, based on comparisons between the two sets of responses. Fourteen research hypotheses posited that teacher characteristics would be related to the frequency of the three types of responses. Significant differences were obtained for four of the hypotheses, involving age, membership, and level of participation. It is assumed that the characteristics selected for the study were either too broad or were inappropriately related to the phenomena. (Author/FG)

ED216078 UD022264

Stoloff, David L.

Minority Ethnic Television in Toronto and Los Angeles: Two North American Approaches to Multiculturalism.

Pub Date Mar 82
Note-22p.; Paper presented at the Annual Conference of the Comparative and International Education Society (25th, Tallahassee, FL, March 18-21, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Broadcast Television; *Community Influence; Comparative Analysis; Cultural Influences; *Cultural Pluralism; *Ethnic Groups; Foreign Countries; Geographic Location; Local History; *Programing (Broadcast); Public Policy; Socioeconomic Influences
Identifiers-*California (Los Angeles); *Ontario (Toronto)

Toronto (Ontario, Canada) and Los Angeles (California) are two cities that provide television programs for specific ethnic groups. During a sample week, 13 percent of the total broadcast time of stations serving Greater Toronto was devoted to programs for ethnic groups. In another sample week, minority ethnic broadcasts took up 17 percent of the total broadcast time of stations serving the Los Angeles metropolitan area. The context within which ethnic television has developed in these two cities has affected its nature and purposes. Geography, history, economic factors, public policy, and the sociocultural context have determined the number of types of populations that ethnic television can reach and the number and types of programs that the stations can provide. Toronto and Los Angeles television personnel see ethnic television as a means for affecting social impact on ethnic communities by lowering cultural barriers, promoting multiculturalism, enhancing community solidarity, and maintaining cultural identity. Current developments indicate that some ethnic programs are being discontinued in favor of programs for larger ethnic group audiences or for subscription television, or for financial reasons. At the same time, future plans indicate expanded opportunities for ethnic television, a prospect which has implications for television's role in promoting cultural awareness and understanding. (MJL)

ED215659 HE015108

Guaranteed Student Loan Income Survey: Analysis of the Fiscal Impact of Proposals to Reduce Loan Eligibility.

New York State Higher Education Services Corp., Albany.

Pub Date Apr 82
Note-65p.
Available from-New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Students; Comparative Analysis; Cost Effectiveness; Dependents; *Eligibility; Family Characteristics; Family Income; *Federal Aid; Financial Support; Graduate Students; Higher Education; *Need Analysis (Student Financial Aid); Private Colleges; Program Costs; Program Proposals; *Public Policy; State Colleges; Statistical Data; Student Characteristics; *Student Loan Programs; Undergraduate Students
Identifiers-*Guaranteed Student Loan Program; *New York

The estimated fiscal impact of four federal cost reduction options for the Guaranteed Student Loan (GSL) Program was studied. Income and other financial strength data on current New York State recipients of guaranteed loans during the 1981-82 academic year were collected in order to assess the impact of the cost reduction proposals. Two major findings of the survey were that the GSL program serves students from a wide range of income levels, and that the financial dependency status of the typical loan recipient is the same for all institutional sectors. Findings regarding family size and structure, which affect the

ED215760 PS012789

Barr-Johnson, Virginia; Erwin, Tina

Does Competition Destroy Self-Concept?

Pub Date [78]

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Art Activities; *Attribution Theory; *Competition; High Schools; *High School Students; *Locus of Control; *Self Concept

To explore the effects of competition in a state fair art show on high school art students' self-concepts, three hypotheses were investigated. It was expected that (1) a significant majority of students entering the art competition would have an internal locus of control; (2) students who were characterized by an internal locus of control would primarily attribute the outcome of the contest to specific internal causes; and (3) students who entered the art competition and who were external in locus of control, regardless of acceptance or rejection, would primarily attribute the outcome to specific external causes. As a pretest, students were administered the Trent Attribution Profile (TAP), a measure providing internality scores under success and failure conditions. The independent or experimental variable was the competitive art event. The dependent variable was perceived in terms of the entrants' scores on the Gill and Cross Attribution Questionnaire -- a measure of locus of control similar to the TAP. Hypotheses 1 and 2 were confirmed: a significant majority of students entering the art competition were characterized as internal in locus of control and these students attributed acceptance or rejection of their work to specific internal causes. Hypothesis 3 was not justified, for only one student was involved in this group. (Author/RH)

ED215820 RC013321

Caterini, Charles

Investigating a Seashore.

Pub Date 6 Apr 82
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ecology; Environmental Education; *Experiential Learning; Field Studies; *Field Trips; Fisheries; Folk Culture; Foreign Countries; Higher Education; Learning Activities; Local History; Map Skills; *Marine Biology; *Outdoor Education; Pollution; *Student Teachers; *Weekend Programs
Identifiers-Compass Reading; New Brunswick (Deer Island); *Seashore Ecology; Tidal Pools; University of New Brunswick (Canada)

The Outdoor Education Program for student-teachers in University of New Brunswick's (Canada) Faculty of Education comprises four weekend trips to study four different ecosystems. The seashore community of Deer Island (New Brunswick) was chosen in 1980 as a typical ecosystem. The 3-day field trip revolved around activities that could be adapted for use with elementary through secondary classes. Before the outing the student-teachers were briefed; following the trip, "round-up" sessions considered ways to integrate the trip's activities with the main school program. The trip began with an orientation and continued throughout the weekend with activities, including: a hike around the Island, map studies of the area, a lecture on the Island's marine biology, sketching the beach, determining low and high tide, recording plants and animal life, studying a tide-pool, barnacles and Periwinkle shells, looking for evidence of man's pollution, reflecting on thoughts stimulated by the environment, visiting a herring weir and the local wharf, touring a coastal fishing village, touring the Passamaquoddy area by boat and a demonstration of scallop dragging, learning about the local lore, and a

ED215958 SP019868

Etheridge, George W.; And Others

Discipline. Beliefs of Student Teachers and Directing Teachers.

Pub Date [81]
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change; *Classroom Techniques; Cooperating Teachers; *Discipline; Educational Psychology; Higher Education; Interaction; Preservice Teacher Education; *Student Teachers; *Teacher Attitudes

Three major schools of psychological thought about classroom discipline have been identified. Interventionists believe that student behavior is controlled by teachers through appropriate reward and punishment. Non-interventionists believe that students are masters of their destinies and have the innate capability of solving their problems. Interactionalists believe that the whole child can only be understood by the interrelationship of all parts (including external and internal events and environment). This study examined whether or not student teachers had a well developed, consistent set of beliefs about discipline and whether or not student teaching affected those beliefs. A group of student teachers completed the Beliefs on Discipline Inventory (BDI) prior to and immediately following their student teaching experience. The BDI is built around the three major schools of psychological thought and is designed for teachers to assess their own beliefs about classroom discipline. Teachers who directed student teachers during their field experience also completed the BDI. Analysis of data revealed that, at the beginning of the field experience, student teachers consistently ranked non-interventionist, interventionist, and interactionalist (in that order) as their most preferred model of discipline. At the end of their student teaching experience, a significantly larger number of student teachers chose the interventionist model. They also less often selected beliefs and

ED215996 SP020149

Kaye, Nancy L.; Myers, Craig

Role of the Regular Class Teacher in the Development of the IEP. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date May 81
Grant-G00781840
Note-61p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Diagnosis; Elementary Secondary Education; *Individualized Education Programs; Individualized Instruction; *Inservice Teacher Education; *Mainstreaming; Program Development; School Districts; Special Education; Teacher Administrator Relationship; Teacher Behavior; Teacher Role; *Teacher Workshops

This document contains an introductory lecture and materials for conducting a workshop to familiarize regular classroom teachers and school administrators with individualized education programs (IEPs) and their requirements and procedures. The goal of the training is for participants to increase their commitment to and involvement in the IEP process through a sequence of inservice activities. The lecture covers the rationale for including regular classroom teachers in the creation of IEPs, philosophical and theoretical roots of the IEP, court decisions and legislation, steps involved in the IEP process, and benefits of using IEPs. Five workshop sessions are outlined in which the purposes of the activities are: (1) learning about local district forms, policies, and procedures for IEPs; (2) identifying knowledge and tasks required for developing an IEP; (3) identifying problems in implementing IEPs and strategies for resolving them; (4) identifying strategies that will assure effective implementation of IEPs in mainstream classrooms; and (5) exploring commitments and rewards for regular educators in the IEP process. Materials, estimated time needs, and procedures are given for

ED216038 TM820200

Merkel-Keller, Claudia

The Future of Evaluation in a Climate of Federal Deregulation.

New Jersey State Dept. of Education, Trenton.
Pub Date Mar 82
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Available from-New Jersey State Department of Education, 225 W. State St., CN 500, Trenton, NJ 08625.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Government Role; *Grants; *Program Evaluation; *State Federal Aid
Identifiers-Block Grants; *Educational Consolidation and Improvement Act 1981; Title I Evaluation and Reporting System

The future role and importance of educational evaluation are analyzed in terms of the Educational Consolidation and Improvement Act (1981), a block grant whose provisions minimize planning, reporting, evaluation and accountability requirements to ensure that national goals are met. The background in federal and state evaluation programs is discussed, including the Title I Evaluation and Reporting System (TIERS). The rationale for block grant programs, the advantages and disadvantages,

ED216058 UD022084

Lent, Robert W.; And Others

Counseling/Peer Tutoring for Test Anxious Underprepared Students: A Preliminary Evaluation.

Minnesota Univ., Minneapolis. General Coll.

Pub Date [82]

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; College Students; *Counseling; *Desensitization; Higher Education; *High Risk Students; Scores; Study Skills; *Test Anxiety; *Test Wiseness; *Tutoring

Identifiers-University of Minnesota

Psychology students at the University of Minnesota were studied for the effects of different interventions on test anxiety and the academic performance of students with debilitating test anxiety. One group of students received peer tutoring and training in the use of study skills; a second group received training in cue-controlled desensitization (CCD), a method of reducing test anxiety through relaxation techniques; a third group was trained in both CCD and peer tutoring/use of study skills; and a fourth group received no interventions. All groups were measured for self-reported test anxiety, anxiety during actual test taking, and general anxiety. Academic performance was assessed through students' weekly quiz scores, final examination scores, and final grades in their psychology class. The results were not conclusive on the effects of intervention on course performance, test anxiety, or general anxiety. However, there was evidence that students who received CCD training experienced significantly less anxiety under actual examination conditions at posttest than students not trained in CCD. Furthermore, students trained in CCD showed significant reduction in debilitative test anxiety between pretesting and follow-up testing. It was suggested that programs with both anxiety reduction and study counseling components would be most effective in reducing test anxiety and improving test performance among underprepared students with poor study

ED215643 HE015026

Eckland, Bruce K.; Henderson, Louise B.

College Attainment Four Years After High School.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-82-216

Pub Date Jun 81

Contract No-OE-0-73-6666

Note-138p.

Available from-Superintendent of Documents, U.S. Government Printing

ED215781 PS012823

Honig, Alice Sterling; Wittmer, Donna Sasse

Infant/Toddler Caregiving: An Annotated Bibliography.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 81

Contract No-400-78-0008

Note-56p.

Available from-ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897 (Catalog No. 195, $6.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annotated Bibliographies; Audiovisual Aids; *Child Caregivers; *Child Development; *Day Care; Educational Assessment;

ED215879 SE037070

Handy, Sheila G.

Moving toward Metrication with a Metric Corps. Final Report 1980-1981.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date Dec 81

Note-62p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education; Educational Research; Elementary Secondary Education; *Inservice Teacher Education; Measurement; *Metric System; *Program Descriptions; *Teacher Workshops; *Workshops

Identifiers-*District of Columbia Public Schools; *Mathematics Education Research

The target population for this program was teachers, students, and community persons from seven public schools and one non-public school. It was designed to reach teachers, students, parents, and community

ED215921 SO013977

Lamy, Steven L.; And Others

Comparative World Issues for Grades 1-12. Comparative Studies Series.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency-Denver Univ., Colo. Graduate School of International Studies.; Denver Univ., Colo. School of Education.

Pub Date 81

Note-123p.; Colored pages may not reproduce clearly.

Available from-Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($12.95 plus $2.00 postage and handling).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advantaged; Civil Liberties; Comparative Analysis; Developing Nations; Disadvantaged; Economic Development; Educational Games; Elementary Secondary Education; Ethnic Groups; *Global Approach; Individual Needs; International Relations; International Studies; Learning Activities; Quality of Life; Teaching Guides; *World Problems

ED216017 TM820161

Radwin, Eugene; And Others

A Case Study of New York City's Citywide Reading Testing Program. National Consortium on Testing, Staff Circular No. 9.

National Consortium on Testing, Cambridge, Mass.

Spons Agency-Carnegie Corp. of New York, N.Y.

Pub Date Jun 81

Note-27p.

Available from-National Consortium on Testing Project, Huron Institute, 123 Mt. Auburn St., Cambridge, MA 02138 ($2.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Assessment; Elementary Education; Evaluation; Junior High Schools; *Program Evaluation; *Reading Achievement; *Reading Tests; Testing Problems; *Testing Programs

Identifiers-New York City Board of Education; *New York Citywide Reading Test

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